

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Results of the 2017 District Feedback Survey

ORIGINATOR: Nancy Petersen, Director, Strategic District Supports

RESOURCE

STAFF: Sonia Boctor, Lisa Boston, Diane Brunton, Marlene Hornung, Daniel Rodriguez, Eoin Rouine, Amit Sansanwal, Rick Stiles-Oldring

REFERENCE: N/A

ISSUE

From April 3 to April 30, 2017, the 2017 District Feedback Survey was administered to students, staff, parents and community. The results from the surveys have been compiled into a District summary report (Attachment I) that provides the results for all respondent groups (students Grades 3 and 5; students Grades 8 and 11; staff, parents, and community).

BACKGROUND

To support monitoring progress toward the goals and outcomes of the District Strategic Plan (2014-2018) and support a culture of evidence based decision making the District piloted a District Feedback Survey in spring of 2015. This work was done in collaboration with the University of Alberta and the support of a District Feedback Survey working committee comprised of school principals and staff from central units.

The intention of the pilot was to develop an annual District Feedback Survey that would serve as a tool to:

- Hear what is important from our students, staff, parents, and community.
- Gather information to tell us how we are doing regarding goals and outcomes articulated in the District Strategic Plan.
- Promote a District culture of continuous improvement.
- Foster system improvement through evidence-based decision making.

In April of 2015 the survey was administered as a pilot to parents, students, staff and community members. Results from the 2015 District Feedback Survey were shared with administration, reported to the Board of Trustees and used to inform evidence-based discussions around results and opportunities for growth.

Since that administration of the survey, a comprehensive review of the pilot was undertaken. Principals and Central leaders were consulted to review both the survey questions and the approach used to support implementation of the 2015 District Feedback Survey.

As a result of this review, the main changes related to the implementation process of the District Feedback Survey were:

Process for 2015	Process for 2017 Onwards
Intention for Biennial Survey	Shift to Annual Administration
Student Survey engaging Grades 3-12 inclusive	Student Survey engaging Grades 3, 5, 8 and 11
2 week Administration Period	Extension to a 4 week Administration Period

Survey Questions:

The survey questions were reviewed and revised against the following criteria:

- The question reflects alignment to the Strategic Plan.
- The question asked is not a duplication to other sources of existing feedback data.
- The question wording and structure supports comparability between survey respondent groups (i.e. parents, staff etc.).
- The data provided is actionable at a school, catchment, central department and/or District level.
- The data gathered addresses a gap in reporting.
- The language used reflects accessibility and appropriateness for intended survey participant.

The changes recommended through the review process were incorporated into the 2017 version of the District Feedback Survey that was implemented during the month of April.

In addition, in order to promote awareness of the survey, increase participation rates, and provide assistance to respondents in the completion of the surveys, various communication tactics were employed: online, media relations, face-to-face and a small amount of paid advertising. Numerous tools and resources (such as key messages, checklists for teachers, SchoolZone post, etc.) were also developed to support school and central leaders in the administration of the survey.

CURRENT SITUATION

The District received 31,542 responses to the 2017 District Feedback Survey, including:

- 12,456 Grades 3 and 5 students.
- 9,340 Grades 8 and 11 students.
- 5,444 staff.
- 3,873 parents.
- 429 community members or partners.

In June 2017, school and central department leaders were provided with a preliminary report containing their school/central department's quantitative results. In August, school and central department leaders also received comparative reports that included both quantitative and qualitative data. School reports compared each of their stakeholder groups with District and catchment results, while central department reports compared staff results to the District and other staff in central. The survey data will support District leaders in their work related to Results Review, Budget Planning, the Annual Education Results Report, and catchment collaboration.

Administration of the survey in 2017 reflects the first year using the revised version of the District Feedback Survey, thus the data gathered from this year's implementation represents the District's baseline. Data from subsequent surveys will allow for comparison and meaningful trends to be seen.

KEY POINTS

- In 2015, the District implemented a pilot District Feedback Survey to monitor progress on the District's strategic direction and support a culture of evidence-based decision making.
- The survey approach and questions were reviewed and revised for the 2017 administration.
- The 2017 survey was administered to students in Grades 3, 5, 8 and 11, staff, parents of all students, and community members.
- This is the first year implementing the 2017 version of the District Feedback Survey and therefore this year's data serves as a baseline for the District.
- The data gathered annually through the survey will support and contribute to the following planning and reporting initiatives in the District:
 - Three-Year Education Plan/Annual Education Results Report (3YEP/AERR).
 - Catchment strategic planning sessions.
 - School/community engagement and reporting (Results Review and Budget Planning).

ATTACHMENTS and APPENDICES

ATTACHMENT I 2017 District Feedback Survey District Report

SB:sb



2017 DISTRICT FEEDBACK SURVEY

District Report



TABLE OF CONTENTS

INTRODUCTION	3
REPORT STRUCTURE	3
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.	6
GOAL ONE: An excellent start to learning	6
THEME: READINESS FOR GRADE ONE	6
GOAL TWO: Success for every student	9
THEME: COMMITMENT TO LEARNING	9
THEME: INSTRUCTIONAL SUPPORTS	12
THEME: ASSESSMENT OF/FOR LEARNING	15
THEME: LITERACY AND NUMERACY	16
GOAL THREE: Success beyond schooling	20
THEME: SKILLS FOR SUCCESS BEYOND SCHOOLING	20
THEME: TRANSITIONS AND CAREER PLANNING	26
PRIORITY 2: Provide welcoming, high quality learning and working environments.	31
GOAL ONE: A focus on well-being and student citizenship	31
THEME: SAFE ENVIRONMENTS	31
THEME: WELCOMING ENVIRONMENTS	40
THEME: INCLUSIVE ENVIRONMENTS	44
THEME: RESPECTFUL ENVIRONMENTS	49
THEME: ETHICAL ENVIRONMENTS	49
THEME: HEALTHY ENVIRONMENTS	49
THEME: HEALTH AND WELL-BEING	50
THEME: CITIZENSHIP AND LEADERSHIP	53
GOAL TWO: Quality infrastructure for all	59
THEME: LEARNING AND WORKING SPACES	59
THEME: ACCESS TO TECHNOLOGY	64



THEME: COMMUNITY ACCESS	65
GOAL THREE: <i>Building Capacity Through a Culture of Collaboration and Distributed Leadership</i>	67
THEME: CATCHMENT WORK	67
THEME: BUILDING CAPACITY	68
THEME: PROFESSIONAL DEVELOPMENT AND GROWTH	69
THEME: CAREER DEVELOPMENT	70
THEME: LEADERSHIP DEVELOPMENT	71
GOAL FOUR: <i>A Culture of Excellence and Accountability</i>	72
THEME: CORNERSTONE VALUES	72
THEME: ACCOUNTABILITY AND EXCELLENCE	76
THEME: STAFF ENGAGEMENT	78
THEME: DISTRICT LEADERSHIP	79
PRIORITY 3: Enhance public education through communication, engagement and partnerships.	80
GOAL ONE: <i>Parents as partners</i>	80
THEME: PARENTAL ENGAGEMENT AND INVOLVEMENT	80
THEME: HOME/SCHOOL COMMUNICATION	83
GOAL TWO: <i>Supports for the whole child</i>	84
THEME: PARTNERSHIPS	84
GOAL THREE: <i>Engaged and effective governance</i>	87
THEME: DISTRICT COMMUNICATION	87
THEME: COMMUNITY INVOLVEMENT	89
THEME: GENERATIVE GOVERNANCE	90

INTRODUCTION

In April 2017, Edmonton Public Schools administered the 2017 District Feedback Survey to students, staff, parents/guardians, and community. The survey was administered to gather feedback from stakeholders relative to the District's progress in implementing the [District's Strategic Plan 2014-2018](#). The results from the survey are intended to serve as one of many sources of data that may be used by District leaders to guide future decisions, directions and actions, and provides information about areas of success and areas for growth to support the development of school, central department and District improvement plans.

Five separate surveys were administered to the following respondent groups:

- Students in Grades 3 and 5
- Students in Grades 8 and 11
- All District Staff
- Parents of all students, and
- Community members

This report provides the results for all respondent groups for the 2016/2017 District Feedback Survey.

2017 RESULTS

The District received 31,542 responses to the surveys, including:

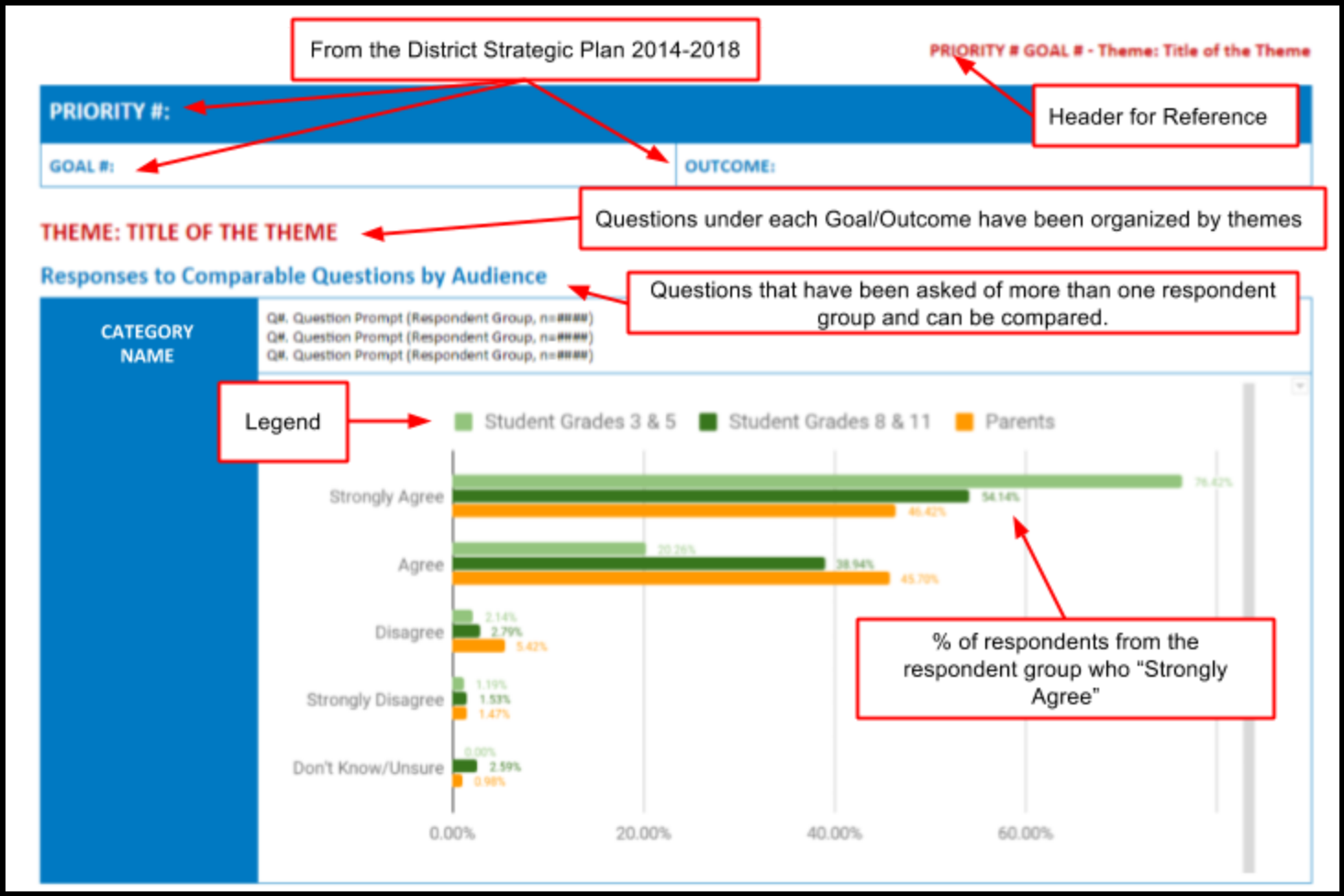
- 12,456 Grades 3 and 5 students
- 9,340 Grades 8 and 11 students
- 5,444 staff
- 3,873 parents
- 429 community members or partners

Each stakeholder group answered questions relevant to them; however, for some questions, only a subset of particular stakeholder groups were surveyed. For example, only Parents of Grade 7-12 Students (n= 1051) were asked "My child is being prepared at school for successful transition to the world of work" as oppose to all Kindergarten to Grade 12 Parents (n=3873). The percentages found in this summary report reflect the responses of all stakeholders within a particular group, unless otherwise stated.

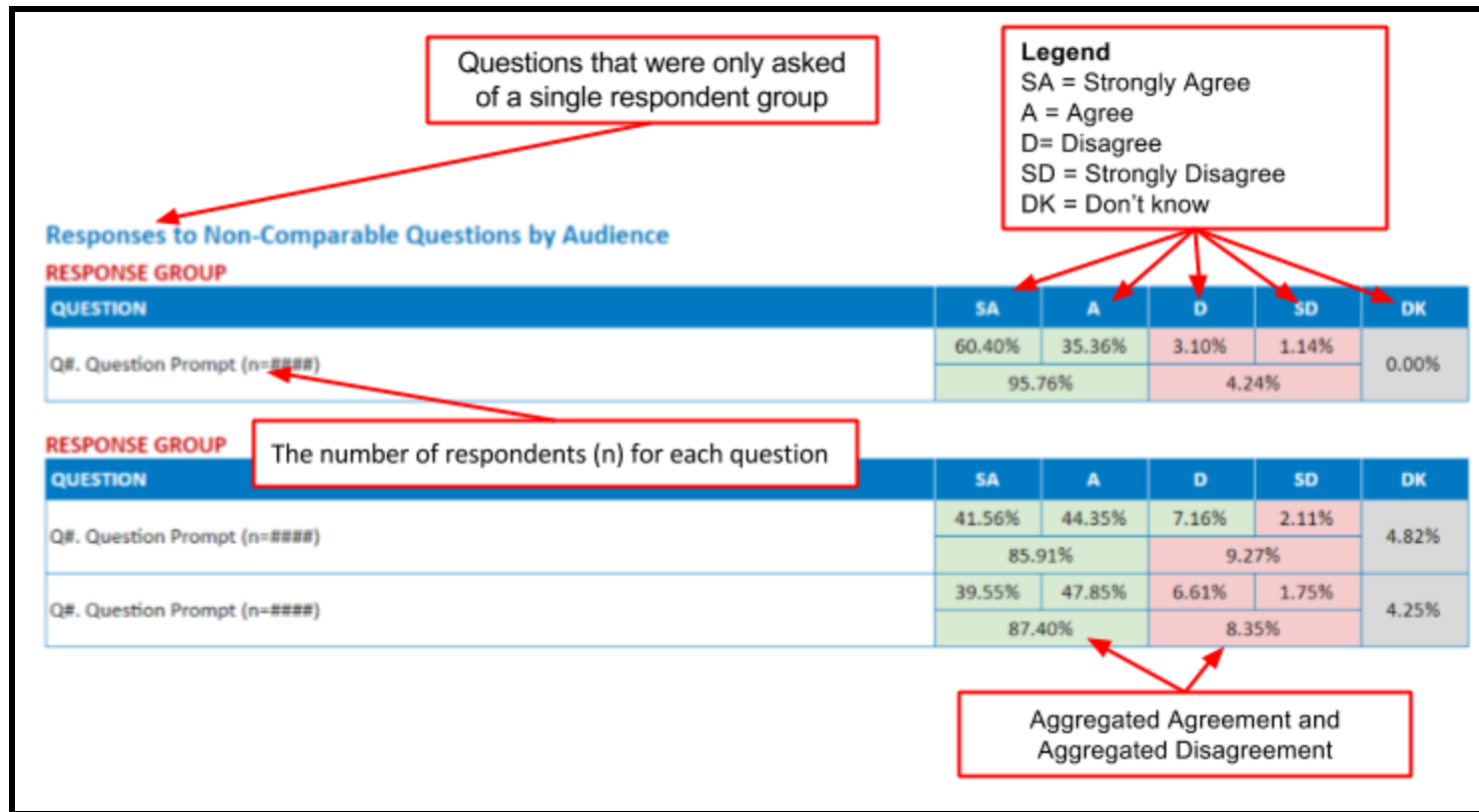
REPORT STRUCTURE

The report is organized by Priority and Goal/Outcome as per the District's Strategic Plan. Questions under each Goal/Outcome have been organized by themes (in red font). Within each theme, common questions asked of more than one survey respondent group are clustered together and provided a category name. The results for these comparable questions are reported together on a graph displaying the degree of agreement on a five-point scale ("Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "Don't Know/Unsure/Not Applicable"). Note: The four-point scale used for participants in Grades 3 and 5 was "NO!", "no", "yes", and "YES!". For the purpose of reporting this data, "NO!" will be reported as Strongly Disagree, "No" will be reported as Disagree, "Yes" will

be reported as Agree, and “Yes!” will be reported as Strongly Agree.



Following the graphs displaying comparable results, questions in a theme asked of only one respondent group are reported separately in tables. Each table includes the percentage of responses for each scale category.



The number of respondents (n) for each question is provided at the end of each statement (e.g., n=682). In questions where respondents were able to select one or more options, the total number of responses may add to more than 100%.

As the survey intended to measure awareness, the instances in which respondents indicated “don’t know” or “can’t answer” was recorded. In two instances, respondents were given the option to select “Not Applicable,” which was not included in the *n* value. In addition, respondents who selected “Other” were given the option to add qualitative responses. These qualitative responses are not included in this report.

PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL ONE: An excellent start to learning

OUTCOME: More children enter Grade 1 reaching emotional, social, intellectual and physical developmental milestones.

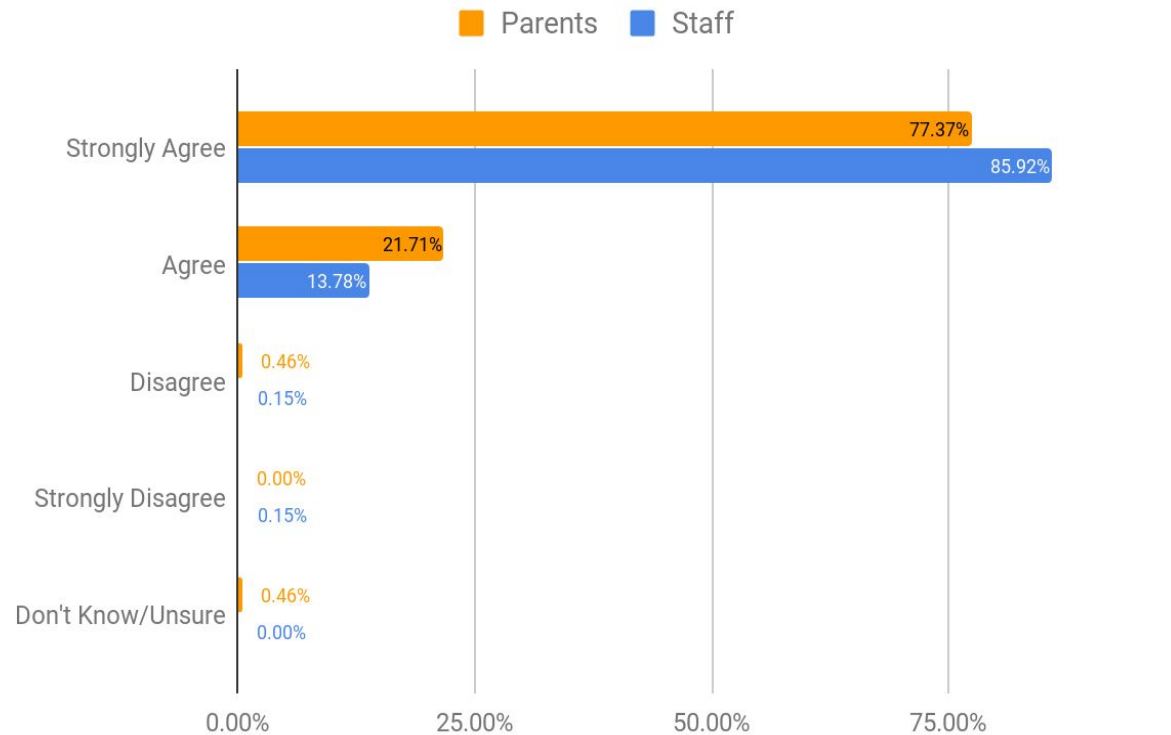
THEME: READINESS FOR GRADE ONE

Responses to Comparable Questions by Audience

**THE IMPORTANCE
OF PLAY**

Q1. Play is important to help my child develop appropriately (Pre-Kindergarten/Kindergarten Parents Only, n=433)

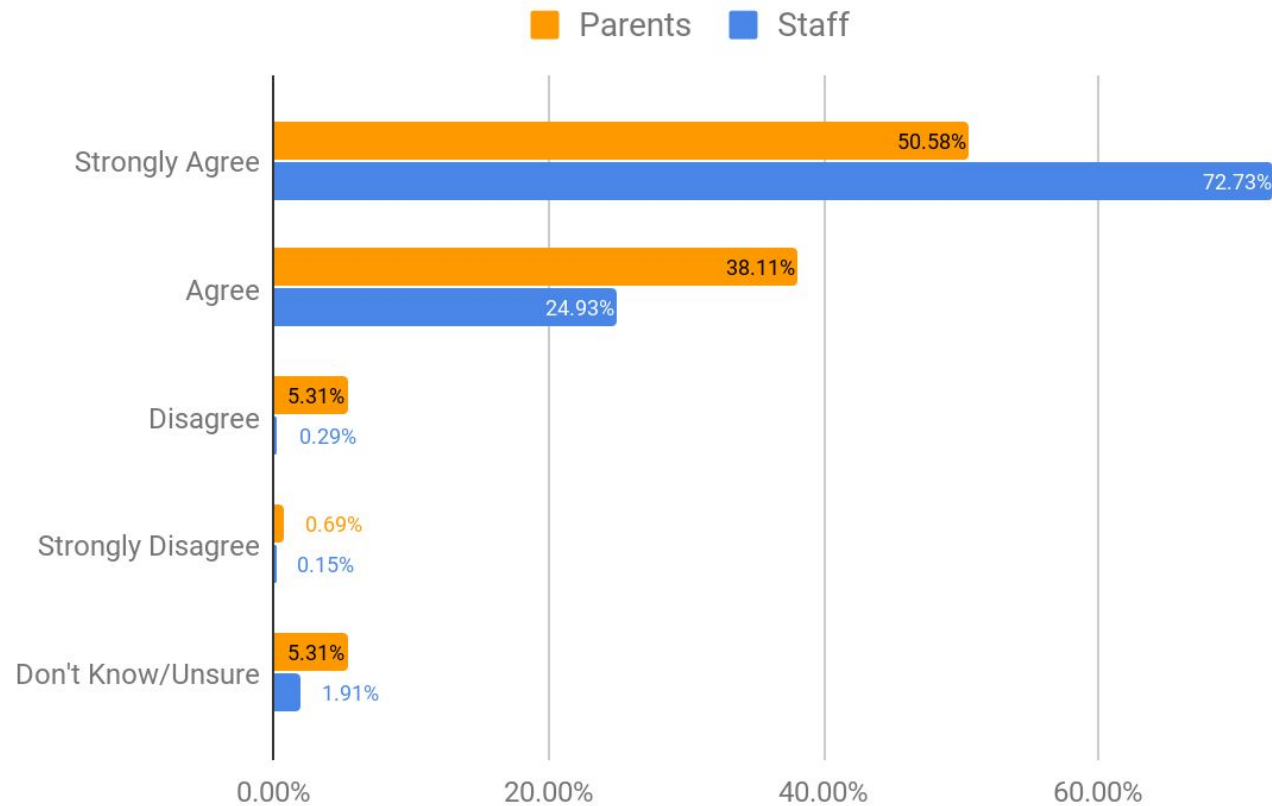
Q1. Play is important to help children develop appropriately (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)



**SUCCESS IN
KINDERGARTEN
/GRADE1**

Q2. I know what my child must be able to do in order to be successful in Kindergarten/Grade 1 (Pre-Kindergarten/Kindergarten Parents Only, n=433)

Q2. I know what children in my Pre-Kindergarten/Kindergarten classes must be able to do in order to be successful in Kindergarten/Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)



Responses to Non-Comparable Questions by Audience

PARENTS

QUESTION	SA	A	D	SD	DK
Q3. I feel my child will be ready for learning in Grade 1 (Pre-Kindergarten/Kindergarten Parents Only, n=433)	56.35%	31.87%	3.70%	0.69%	7.39%
	88.22%		4.39%		

STAFF

QUESTION	SA	A	D	SD	DK
This year I had access to supports and resources to help my Pre-Kindergarten/Kindergarten children reach the developmental milestone of:					
Q3. Awareness of Self and Environment for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	40.76%	47.80%	2.05%	0.15%	9.24%
	88.56%		2.2%		
Q4. Social Skills and Approaches to Learning for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	43.84%	46.04%	1.61%	0.15%	8.36%
	89.88%		1.76%		
Q5. Cognitive Skills for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	41.06%	46.33%	2.64%	0.29%	9.68%
	87.39%		2.93%		
Q6. Language and Communication for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	43.40%	44.57%	3.08%	0.29%	8.65%
	87.97%		3.37%		
Q7. Physical Development - Fine motor for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	42.52%	45.16%	3.08%	0.15%	9.09%
	87.68%		3.23%		
Q8. Physical Development - Gross motor for learning in Grade 1 (T&L Staff: Pre-Kindergarten and Kindergarten Teachers and EAs Only, n=682)	42.52%	45.60%	2.79%	0.15%	8.94%
	88.12%		2.94%		
Q3. This year I had access to supports that enabled my Pre-Kindergarten/Kindergarten teachers and staff to help their children reach the developmental milestones for learning in Grade 1 (T&L Staff: Principals at Elementary Schools Only, n=128)	64.06%	28.91%	3.91%	0.00%	3.13%
	92.97%		3.91%		
Q4. This year I had access to resources that enabled my Pre-Kindergarten/Kindergarten teachers and staff to help their children reach the developmental milestones for learning in Grade 1(T&L Staff: Principals at Elementary Schools Only, n=128)	64.84%	30.47%	3.13%	0.00%	1.56%
	95.31%		3.13%		

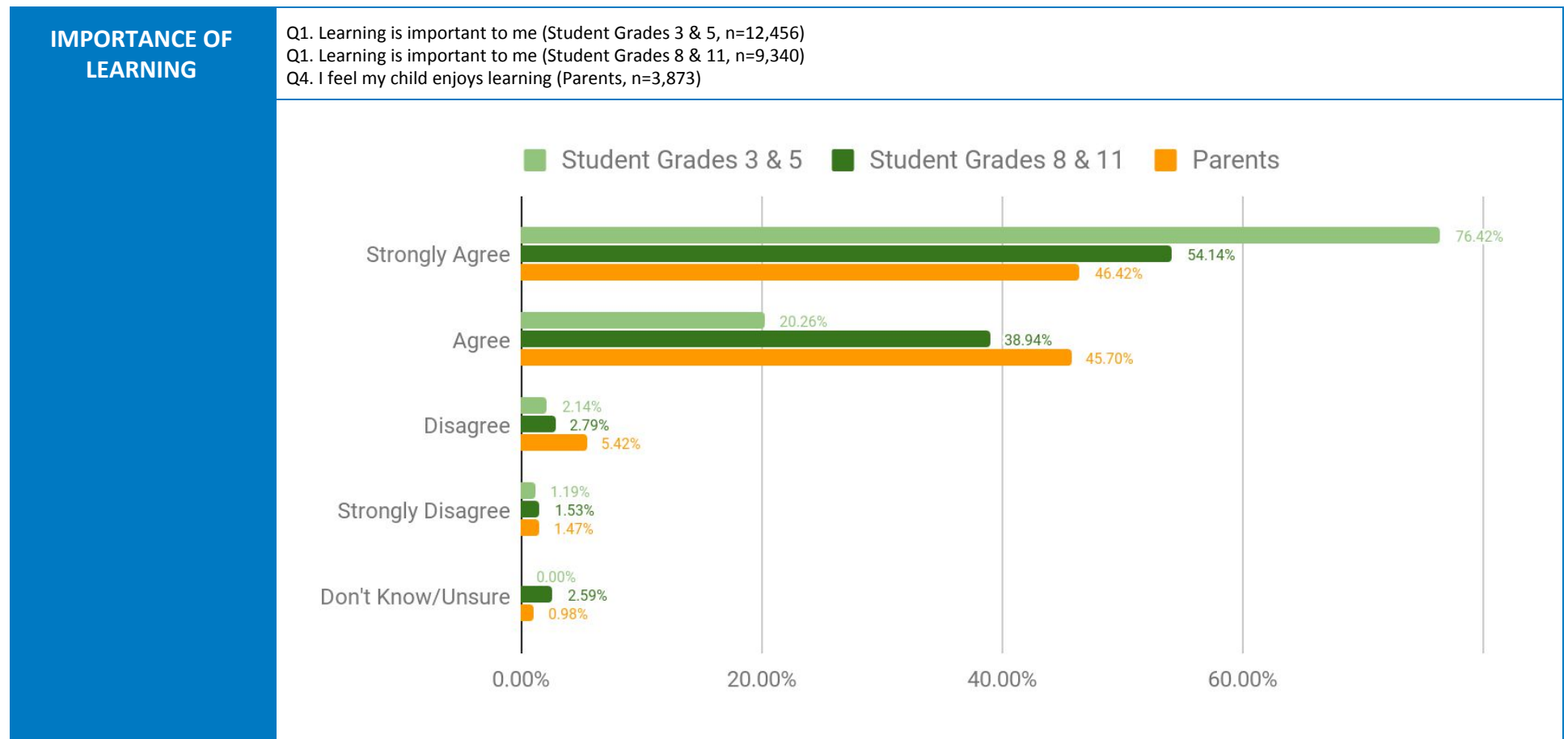
PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL TWO: Success for every student

OUTCOME: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

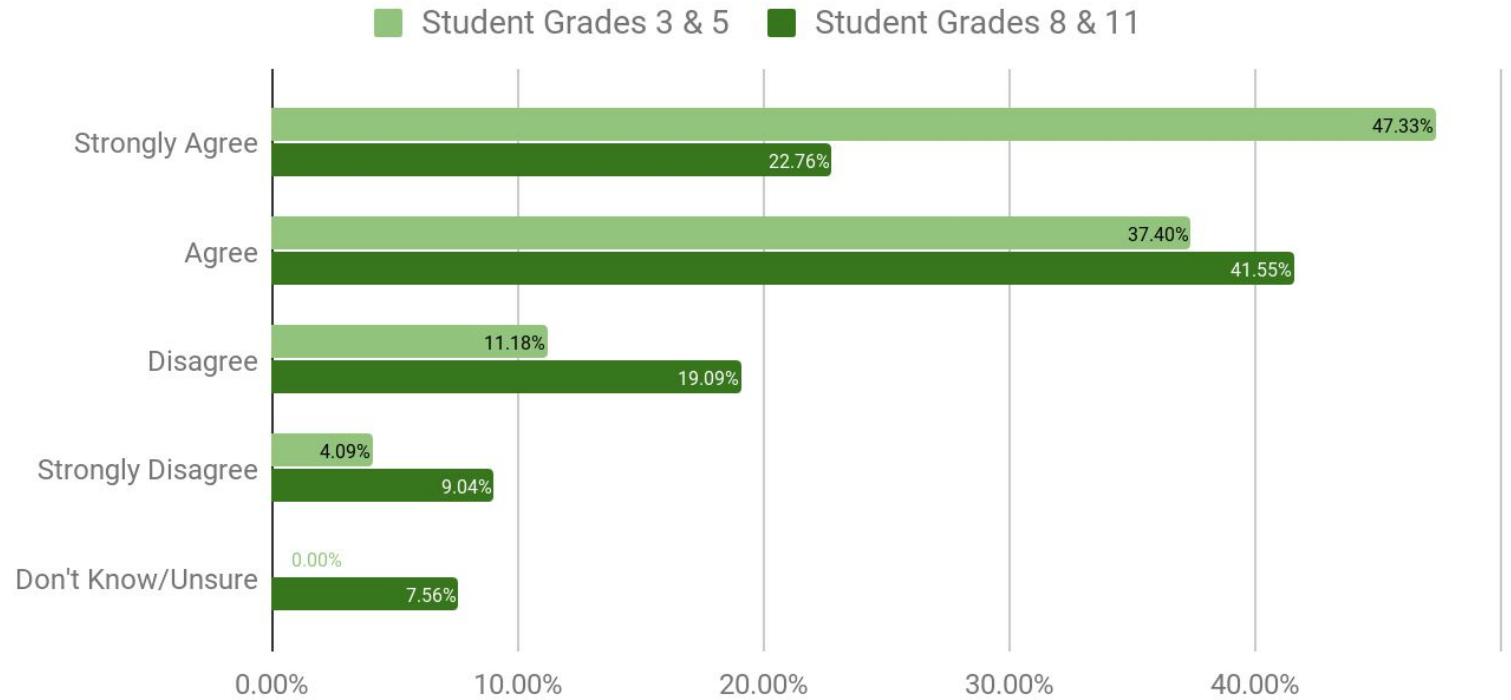
THEME: COMMITMENT TO LEARNING

Responses to Comparable Questions by Audience



COMFORT WITH
SHARING IN CLASS

Q2. I am comfortable sharing ideas or asking questions in class (Student Grades 3 & 5, n=12,456)
Q2. I am comfortable sharing ideas or asking questions in class (Student Grades 8 & 11, n=9,340)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 3 & 5

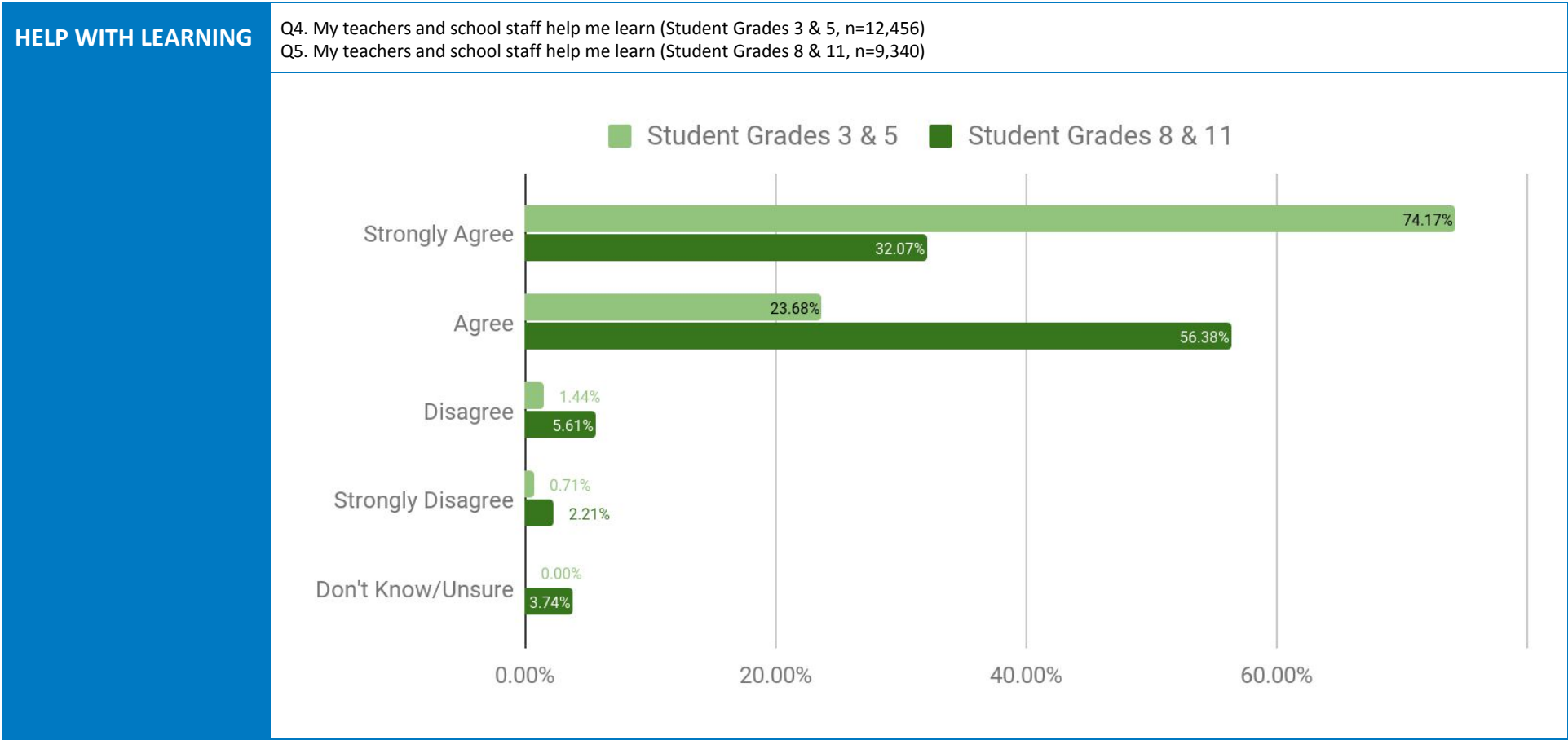
QUESTION	SA	A	D	SD	DK
Q3. When I make a mistake, I try again (n=12,456)	60.40%	35.36%	3.10%	1.14%	0.00%
	95.76%		4.24%		

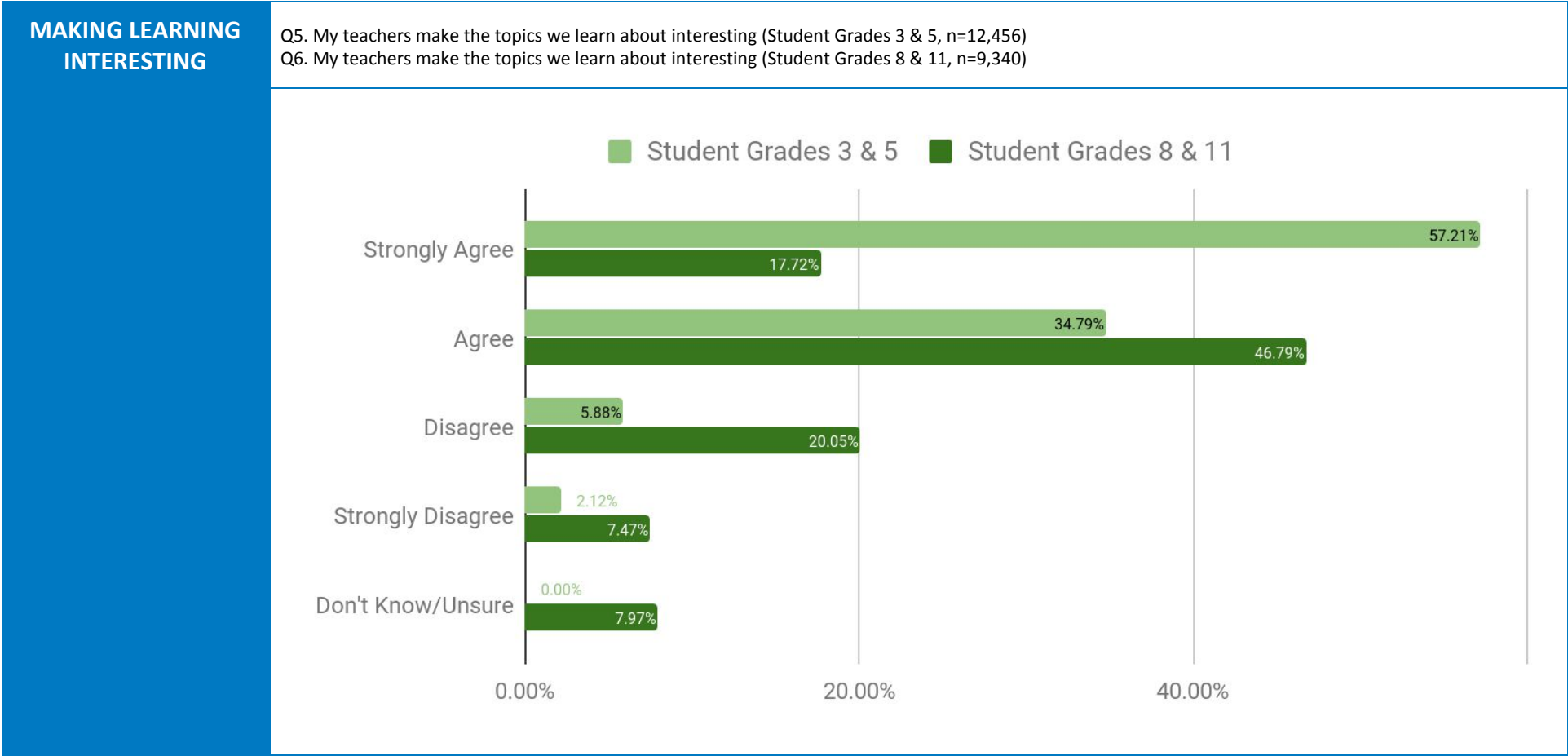
STUDENT GRADES 8 & 11

QUESTION	SA	A	D	SD	DK
Q3. Completing my school work is important to me (n=9,340)	41.56%	44.35%	7.16%	2.11%	4.82%
	85.91%		9.27%		
Q4. I work hard to do well in school (n=9,340)	39.55%	47.85%	6.61%	1.75%	4.25%
	87.40%		8.35%		

THEME: INSTRUCTIONAL SUPPORTS

Responses to Comparable Questions by Audience





Responses to Non-Comparable Questions by Audience

STUDENT GRADES 8 & 11

QUESTION	SA	A	D	SD	DK
Q7. My school provides me with opportunities to use my imagination to be creative (n=9,340)	22.17%	47.36%	15.81%	6.04%	8.62%
	69.53%		21.85%		
Q8. My teachers and school staff provide a variety of ways for me to learn (n=9,340)	21.54%	49.42%	17.82%	5.27%	5.95%
	70.96%		23.08%		
Q9. My teachers and school staff show they care about my success (n=9,340)	24.55%	47.83%	12.30%	5.66%	9.66%
	72.38%		17.97%		

PARENTS

QUESTION	SA	A	D	SD	DK
Q5. Staff at my child's school are aware of how my child learns best (n=3,873)	30.18%	44.51%	11.59%	4.42%	9.30%
	74.70%		16.01%		
Q6. My child's school offers a variety of learning opportunities outside of the classroom environment (e.g. sports, drama, music)(n=3,873)	35.17%	45.73%	10.07%	2.94%	6.09%
	80.89%		13.01%		

COMMUNITY

QUESTION	SA	A	D	SD	DK
Q1. Edmonton Public Schools provides quality education to its students (n=429)	33.57%	51.52%	7.69%	3.03%	4.20%
	85.08%		10.72%		

STAFF

QUESTION	SA	A	D	SD	DK
Q9. I am confident in my ability to engage my students in meaningful learning experiences across the curriculum (T&L Staff: Teachers Only, n=3,418)	69.92%	29.23%	0.61%	0.06%	0.18%
	99.15%		0.67%		

THEME: ASSESSMENT OF/FOR LEARNING**No comparable questions for this theme***Responses to Non-Comparable Questions by Audience****STUDENT GRADES 8 & 11**

QUESTION	SA	A	D	SD	DK
Q10. My teachers provide feedback that helps me learn (n=9,340)	22.76%	54.90%	13.15%	3.78%	5.41%
	77.67%		16.93%		

PARENTS

QUESTION	SA	A	D	SD	DK
Q7. The ongoing information I receive between progress reports tells me if my child is being successful in school (n=3,873)	31.81%	43.56%	15.57%	5.60%	3.46%
	75.37%		21.17%		
Q8. The information I receive about my child's learning at school tells me if my child is being successful in school (n=3,873)	33.64%	49.42%	10.17%	4.65%	2.12%
	83.06%		14.82%		

STAFF

QUESTION	SA	A	D	SD	DK
Q10. Teachers at my school have a shared understanding of the assessment and evaluation practices described in the Implementation Guide for Communicating Student Achievement and Growth (T&L Staff: Teachers Only, n=3,580)	45.78%	45.59%	4.08%	0.73%	3.83%
	91.37%		4.80%		
Q11. Teachers at my school have a shared understanding of the school's annual Assessment Plan (T&L Staff: Teachers Only, n=3,580)	46.87%	43.69%	3.94%	0.87%	4.64%
	90.56%		4.80%		

THEME: LITERACY AND NUMERACY

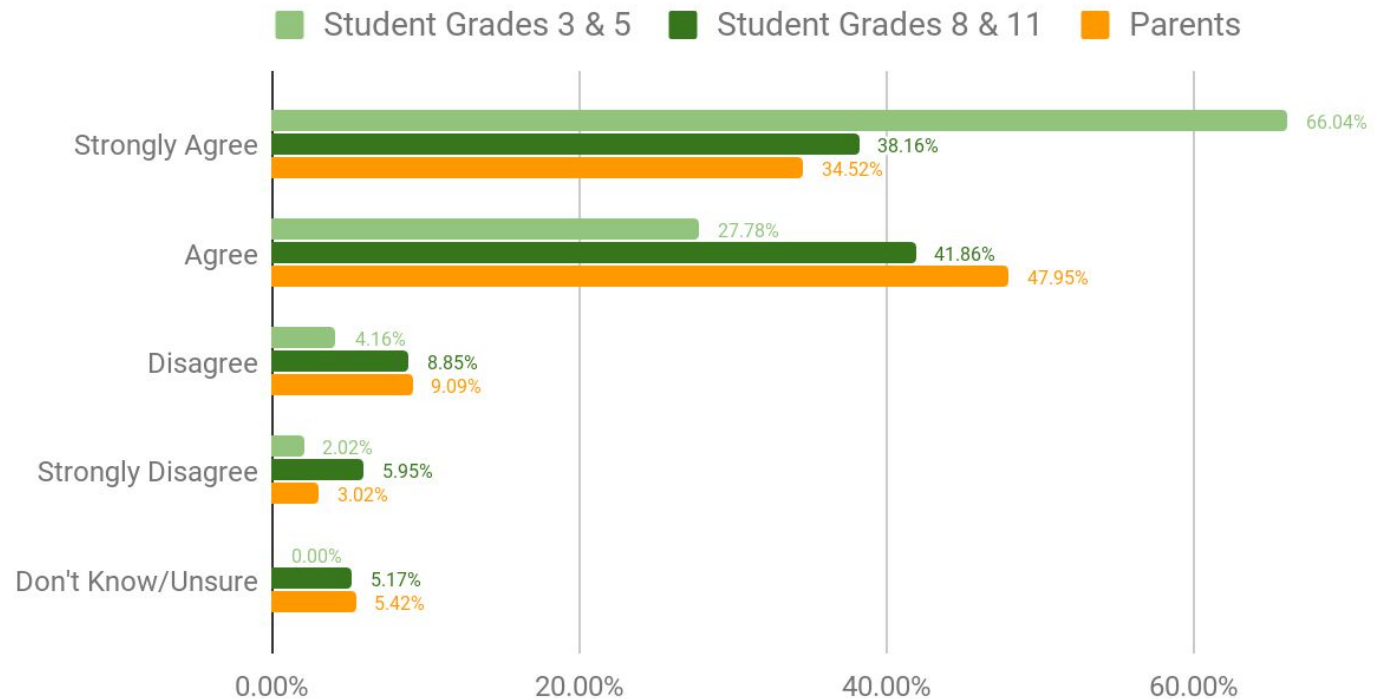
Responses to Comparable Questions by Audience

IMPROVEMENT IN
MATHEMATICS

Q8. My school has helped me improve in Mathematics (Student Grades 3 & 5, n=12,456)

Q11. My school experience has helped me improve in Mathematics (Student Grades 8 & 11, n=9,340)

Q9. The experience of school has helped my child improve in Mathematics (Parents, n=3,873)

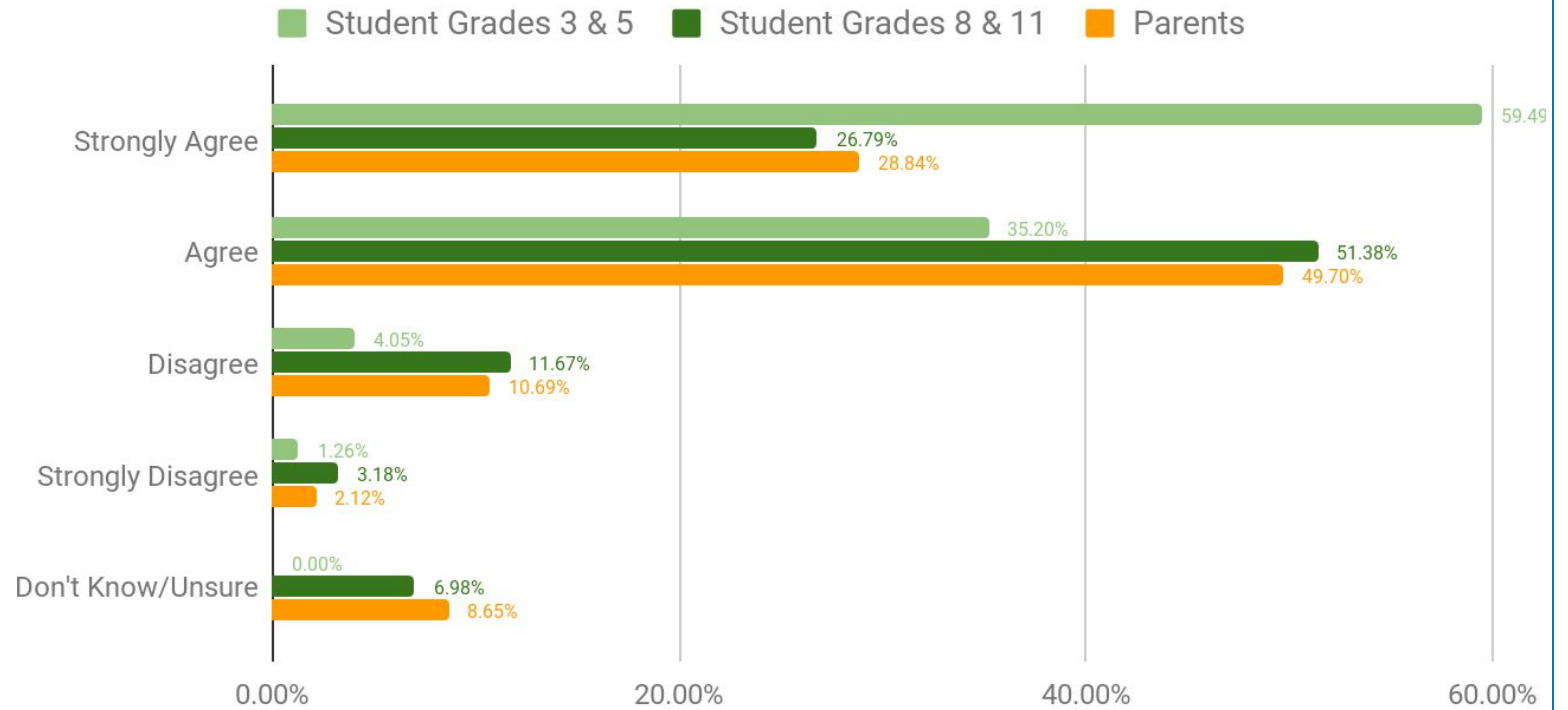


VARIETY IN WRITING

Q9. My school has helped me write for different purposes (Student Grades 3 & 5, n=12,456)

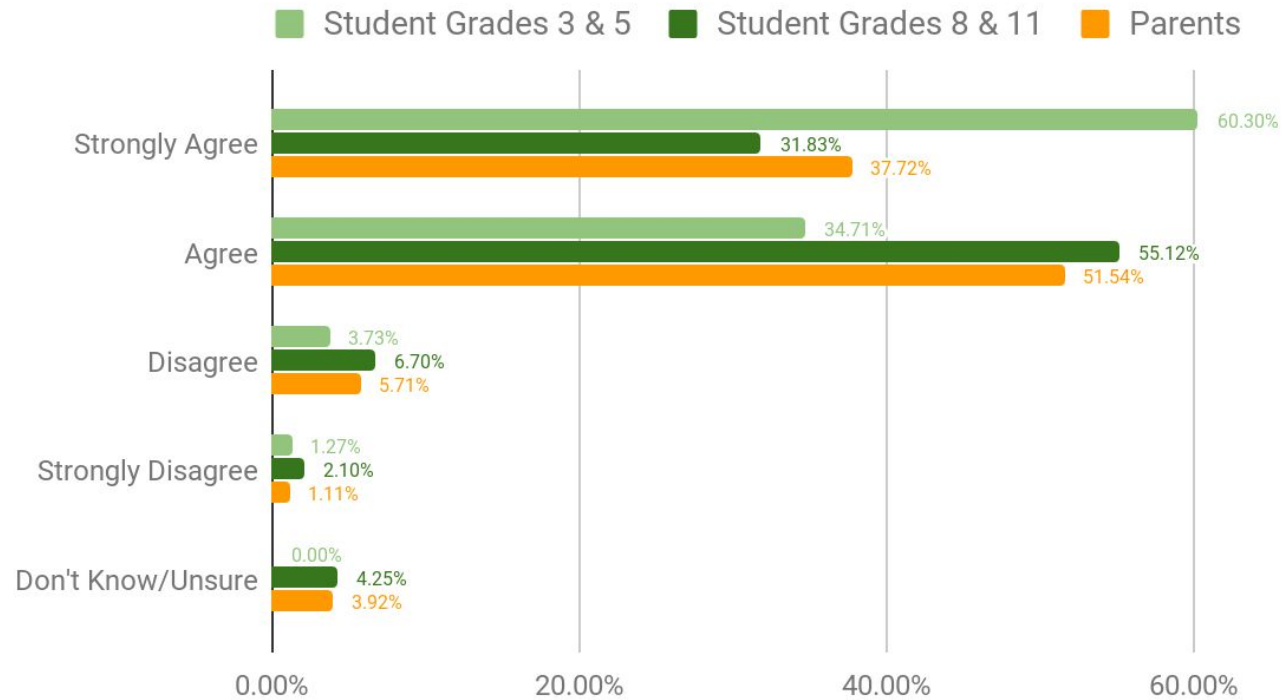
Q12. My school experience has helped me write for different purposes (Student Grades 8 & 11, n=9,340)

Q10. The experience of school has helped my child write in a variety of ways for different purposes (Parents, n=3,873)



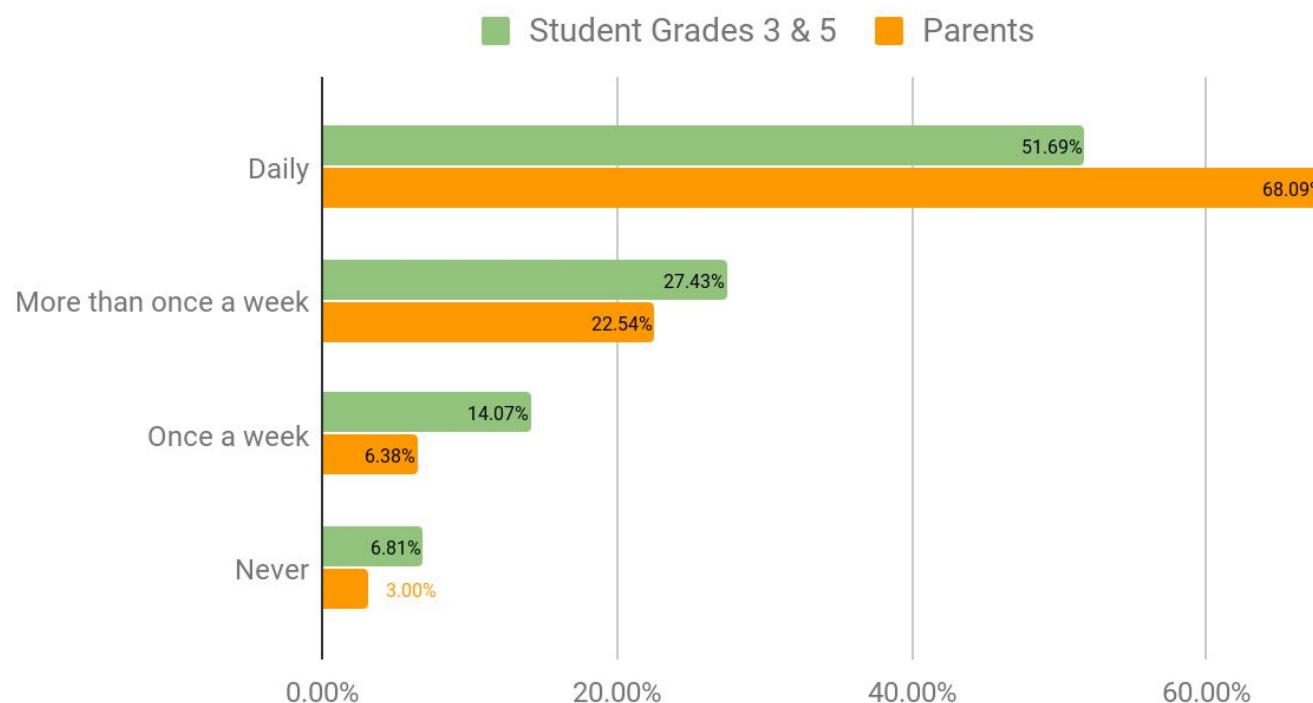
UNDERSTANDING OF INFORMATION

Q10. My school has helped me understand the information I read (Student Grades 3 & 5, n=12,456)
 Q13. My school experience has helped me understand the information I read (Student Grades 8 & 11, n=9,340)
 Q11. The experience of school has helped my child understand the information they read (Parents, n=3,873)



READING FREQUENCY OUTSIDE OF SCHOOL

Q6. How often do you read when you are not at school? (Student Grades 3 & 5, n=12,456)
Q12. How often does your child read outside of school per week? (Parents, n=3,873)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 3 & 5

QUESTION	Daily	More than once a week	Once a week	Never
Q7. How often are you read to by a parent/guardian when you are not at school? (n=12,456)	18.06%	16.11%	20.26%	45.58%

PRIORITY 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL THREE: Success beyond schooling

OUTCOME: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

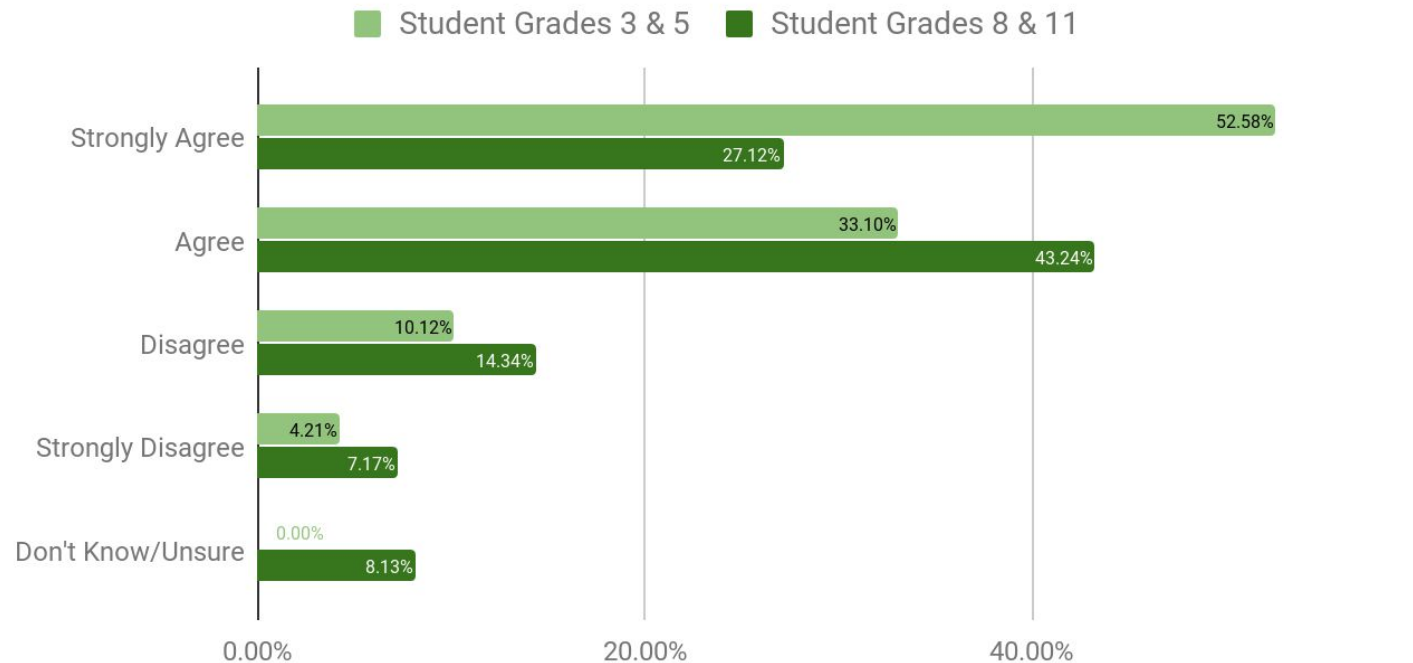
THEME: SKILLS FOR SUCCESS BEYOND SCHOOLING

Responses to Comparable Questions by Audience

**HELP WITH SELF
AWARENESS**

Q11. My school has helped me understand who I am as a person (e.g. what I like, what I don't like) (Student Grades 3 & 5, n=12,456)

Q14. My school experience has helped me understand who I am as a person (e.g. what I like, what I don't like) (Student Grades 8 & 11, n=9,340)

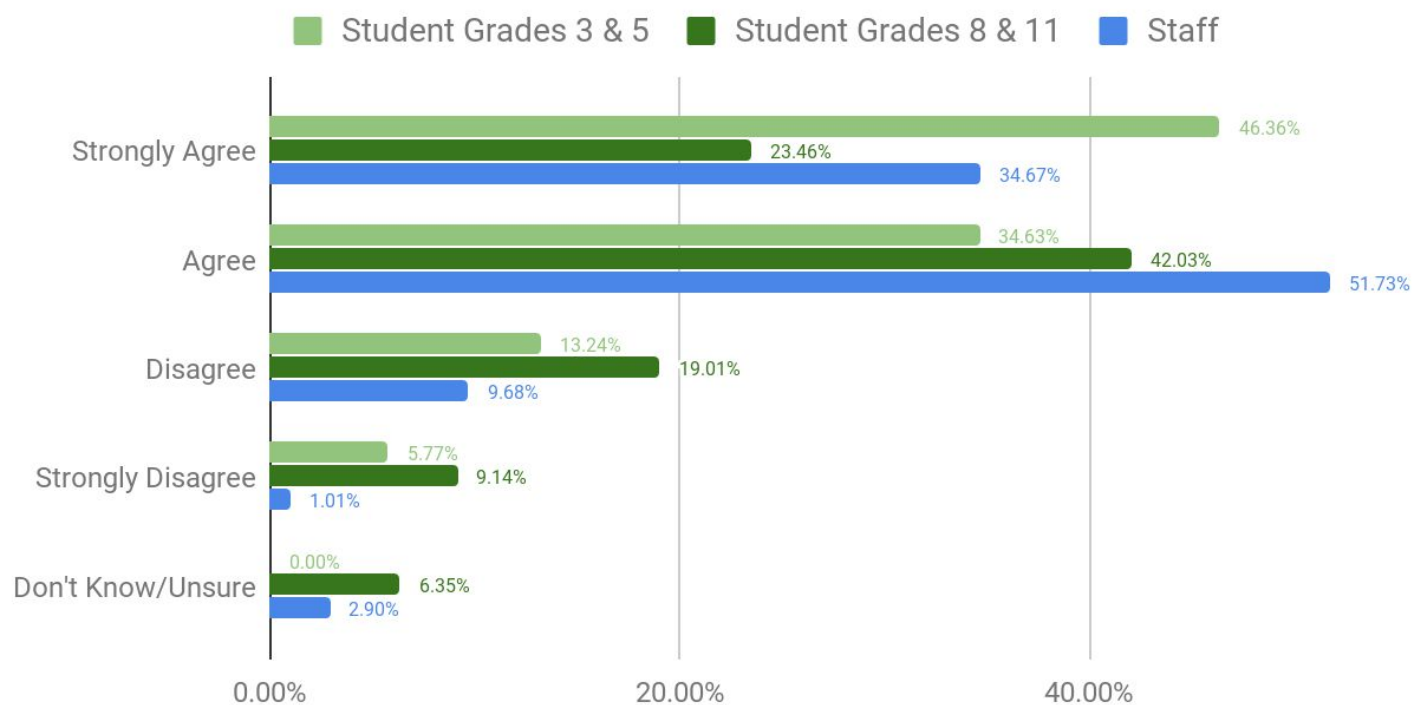


HELP WITH SPEAKING IN FRONT OF OTHERS

Q12. My school has helped me speak in front of others (Student Grades 3 & 5, n=12,456)

Q16. My school experience has helped me develop my ability to speak in front of others (Student Grades 8 & 11, n=9,340)

Q14. The experience of school helps students speak in front of others (T&L Staff Only, n=4,338)

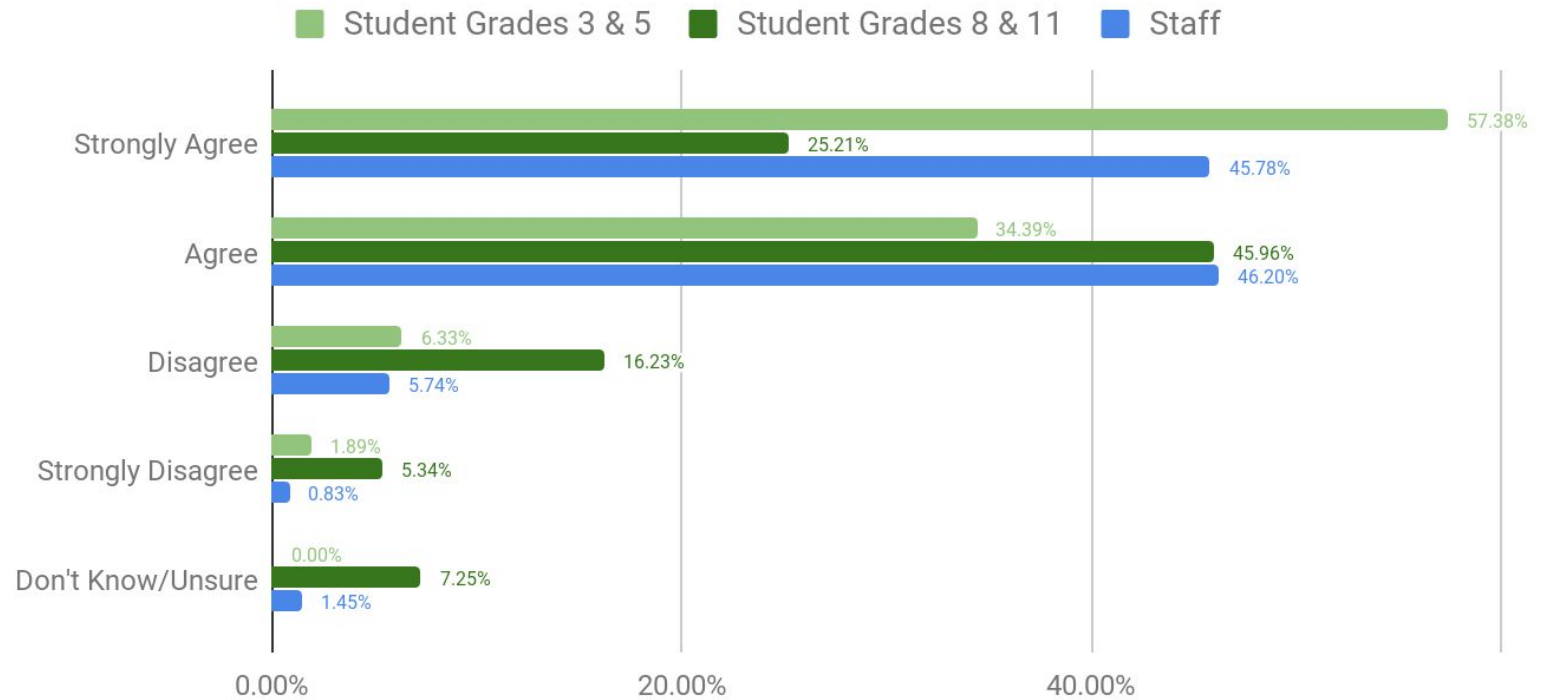


HELP DEVELOPING RESILIENCY

Q13. My school has helped me develop resiliency (not giving up) (Student Grades 3 & 5, n=12,456)

Q15. My school experience has helped me develop resiliency (not giving up) (Student Grades 8 & 11, n=9,340)

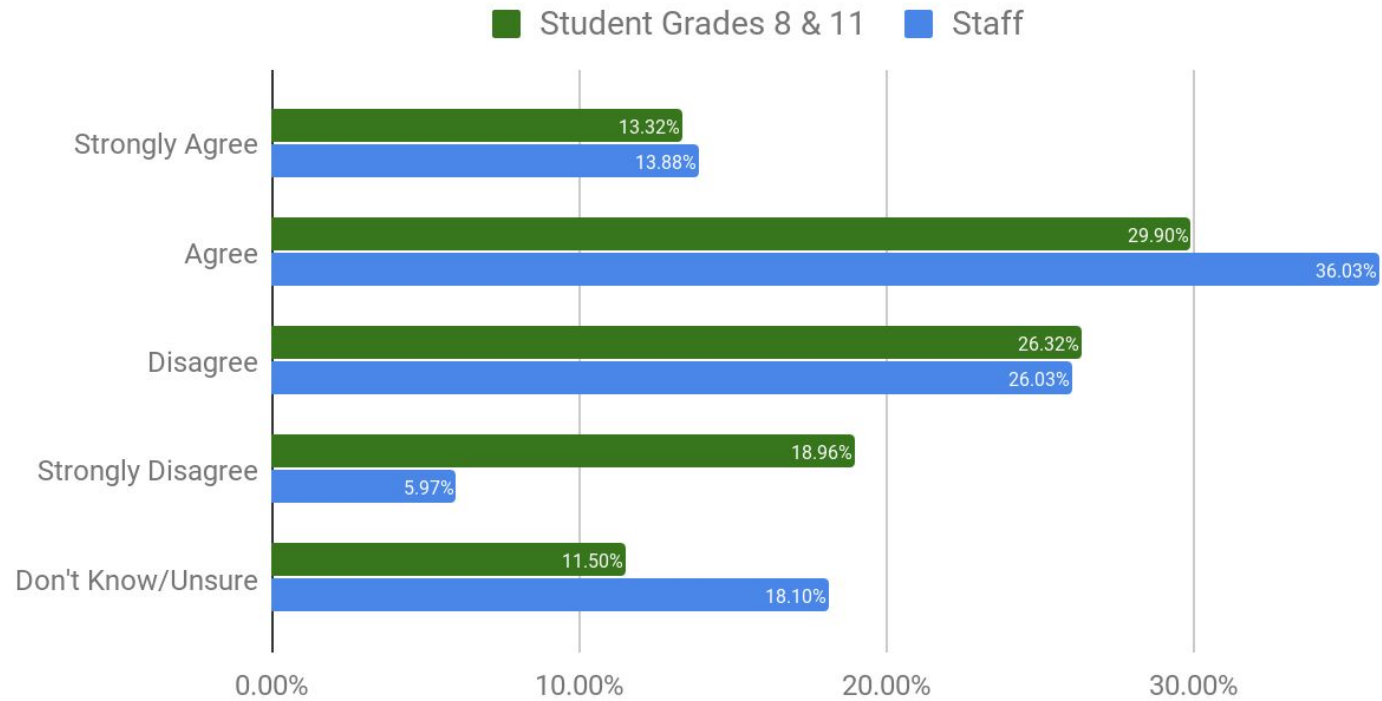
Q13. The experience of school helps students develop resiliency (not giving up) (T&L Staff Only, n=4,338)



HELP MANAGING MONEY

Q17. My school experience has helped me manage money (Student Grades 8 & 11, n=9,340)

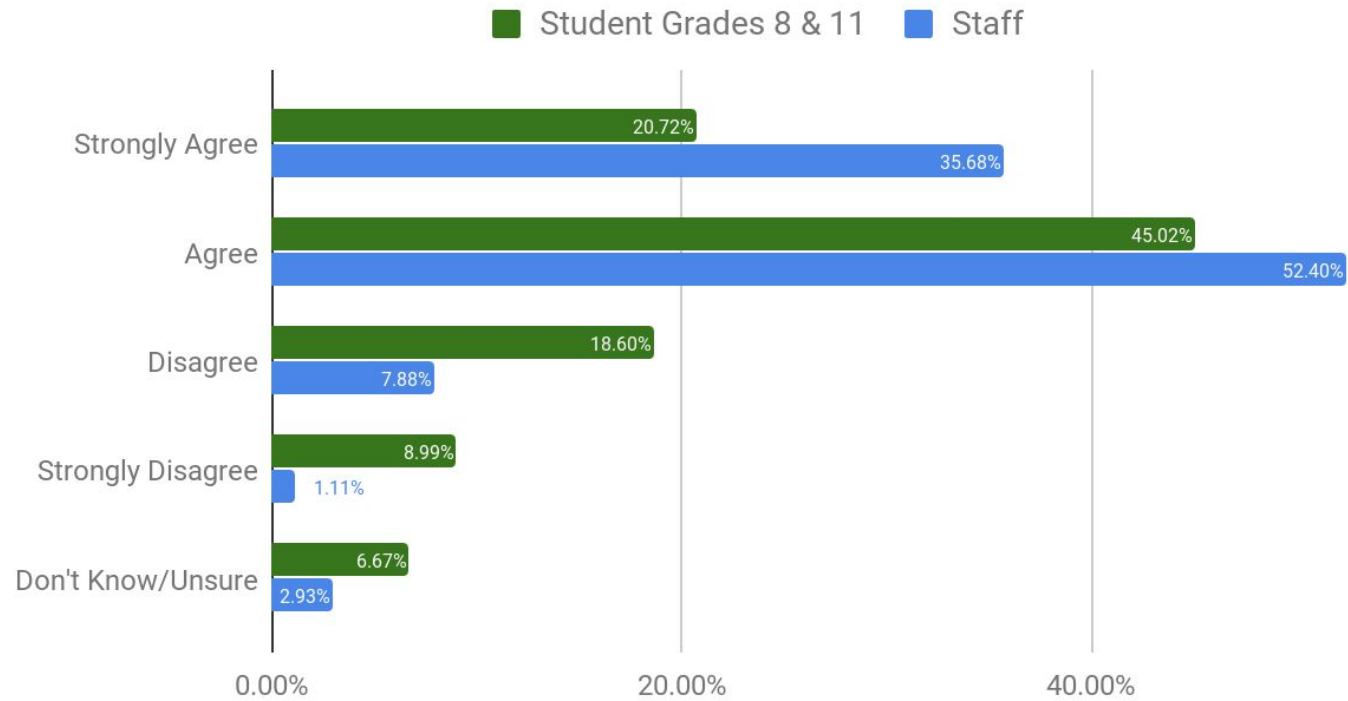
Q17. The experience of school helps students manage money (T&L Staff Only, n=4,338)



HELP MANAGING TIME

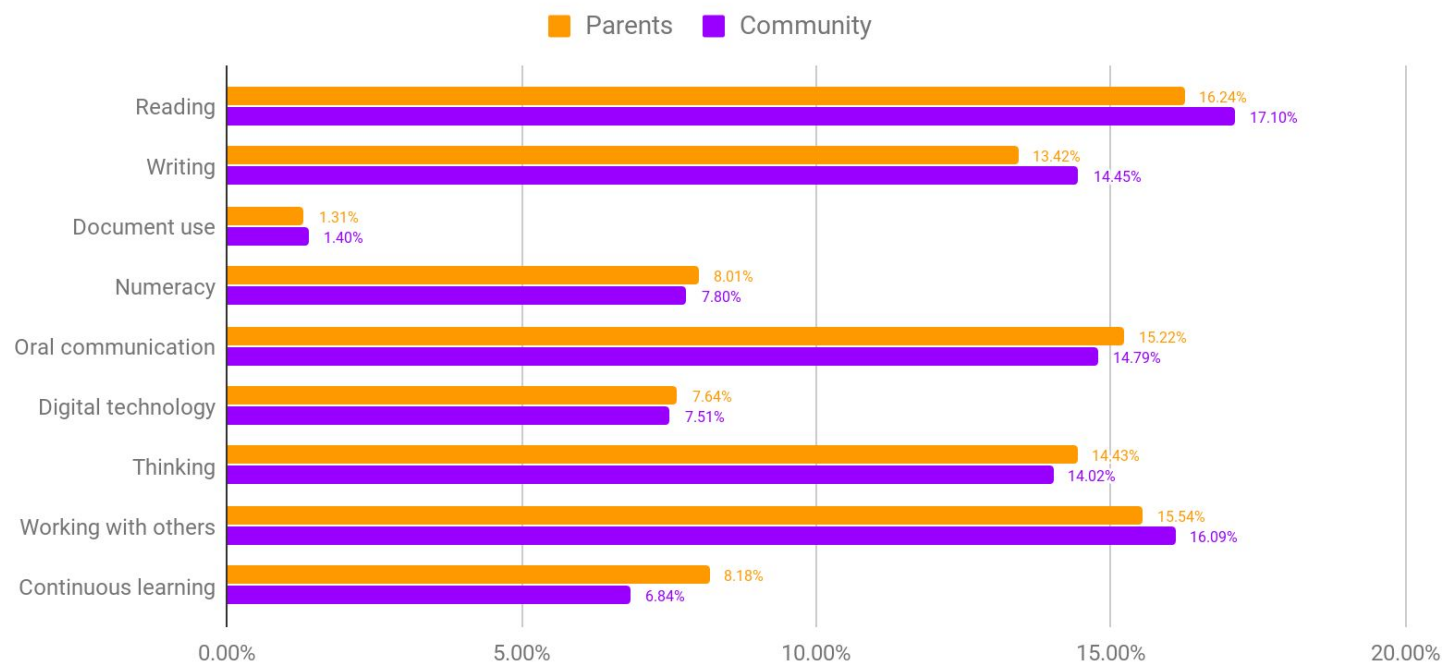
Q18. My school experience has helped me manage time (Student Grades 8 & 11, n=9,340)

Q16. The experience of school helps students manage time (T&L Staff Only, n=4,338)



IMPORTANT SKILLS FOR ENTERING THE WORKFORCE

Q13. What skills, knowledge and/or attitudes are most important for students to have when entering the workforce?(Select your top 5 from the list below)
(Parents, n=3,873)
Q2. What skills, knowledge and/or attitudes are most important for students to have when entering the workforce? (Select your top 5 from the list below)
(Community, n=429)



Responses to Non-Comparable Questions by Audience

STAFF

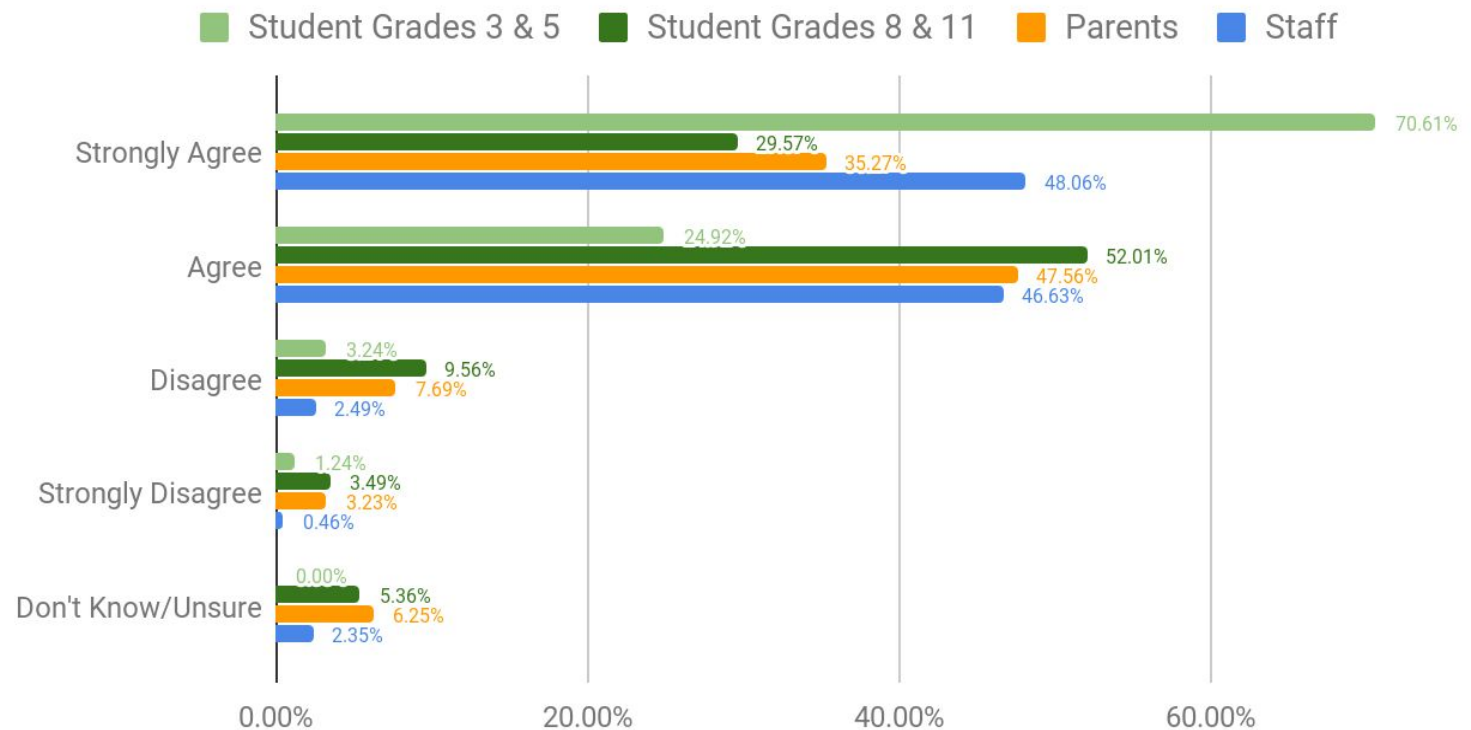
QUESTION	SA	A	D	SD	DK
Q12. The experience of school helps students ask questions/seek deeper understanding (T&L Staff Only, n=4,338)	43.29%	50.58%	4.20%	0.16%	1.78%
	93.87%		4.36%		
Q15. The experience of school helps students cope with stress (T&L Staff Only, n=4,338)	46.01%	49.68%	3.30%	0.23%	0.78%
	95.69%		3.53%		

THEME: TRANSITIONS AND CAREER PLANNING

Responses to Comparable Questions by Audience

TRANSITION TO THE
NEXT GRADE LEVEL

Q14. My school prepares me for the next grade/level (Student Grade 3 & 5, n=12,456)
 Q14. My school prepares me for the next grade/level (Student Grade 8 & 11, n=9,340)
 Q14. My child is being prepared at school for a successful transition to the next grade/level (Parents, n=,3873)
 Q18. My school prepares students for successful transition to the next grade/level (T&L Staff Only, n=4,338)



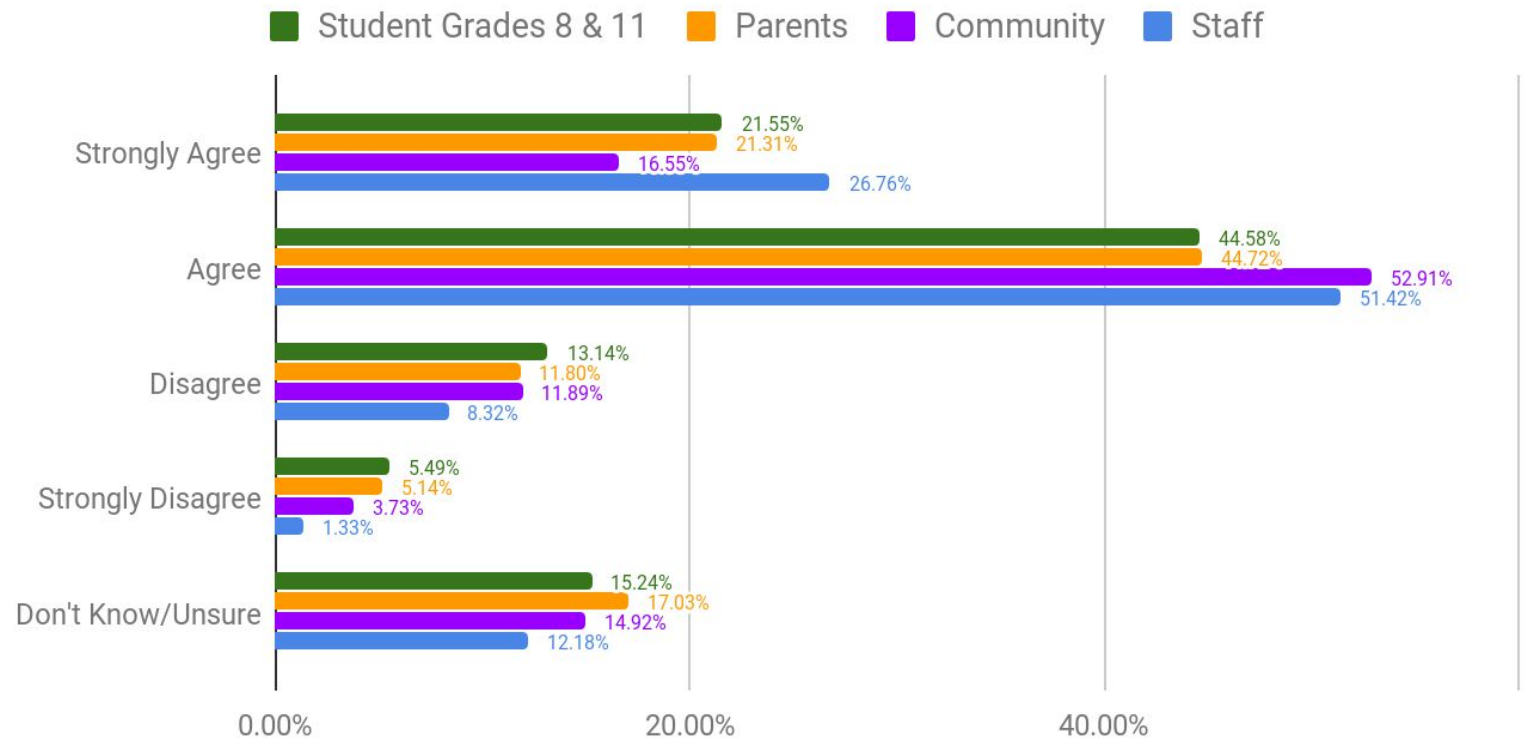
TRANSITION TO POST-SECONDARY

Q20. My school prepares me for transition to post-secondary (Student Grades 8 & 11, n=9,340)

Q15. My child is being prepared at school for successful transition to post-secondary (Grades 7-12 Parents Only, n=1,051)

Q3. Edmonton Public Schools prepares students for a successful transition to post-secondary (Community, n=429)

Q20. My school prepares students for successful transition to post-secondary (T&L Staff - Grades 7 - 12 Only, n=1,659)



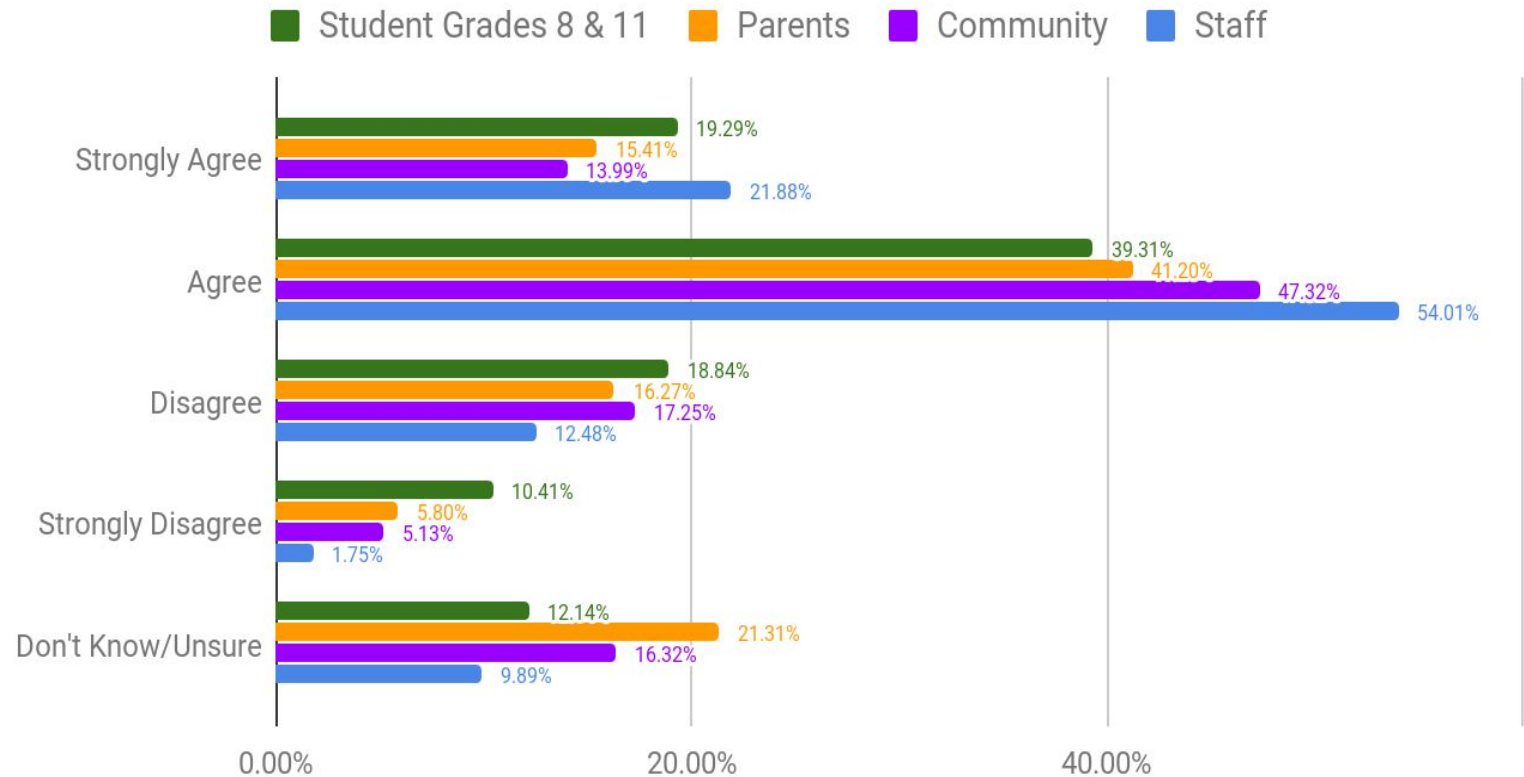
TRANSITION TO THE
WORLD OF WORK

Q21. My school prepares me for transition to the world of work (Student Grades 8 & 11, n=9,340)

Q16. My child is being prepared at school for successful transition to the world of work (Grades 7-12 Parents Only, n=1,051)

Q4. Edmonton Public Schools prepares students for a successful transition to the world of work (Community, n=429)

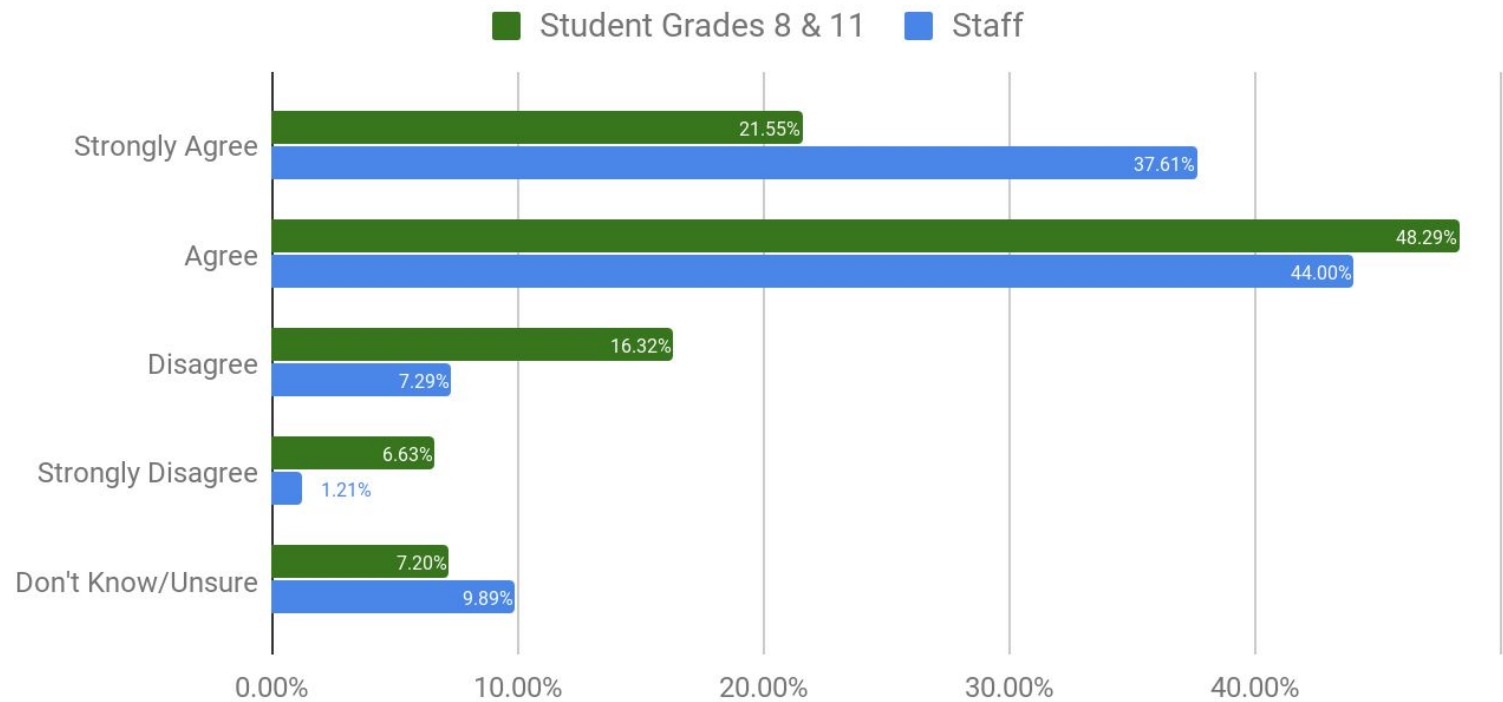
Q22. My school prepares students for successful transition to the world of work (T&L Staff - Grades 7 - 12 Only, n=1,659)



CAREER PLANNING
ASSISTANCE

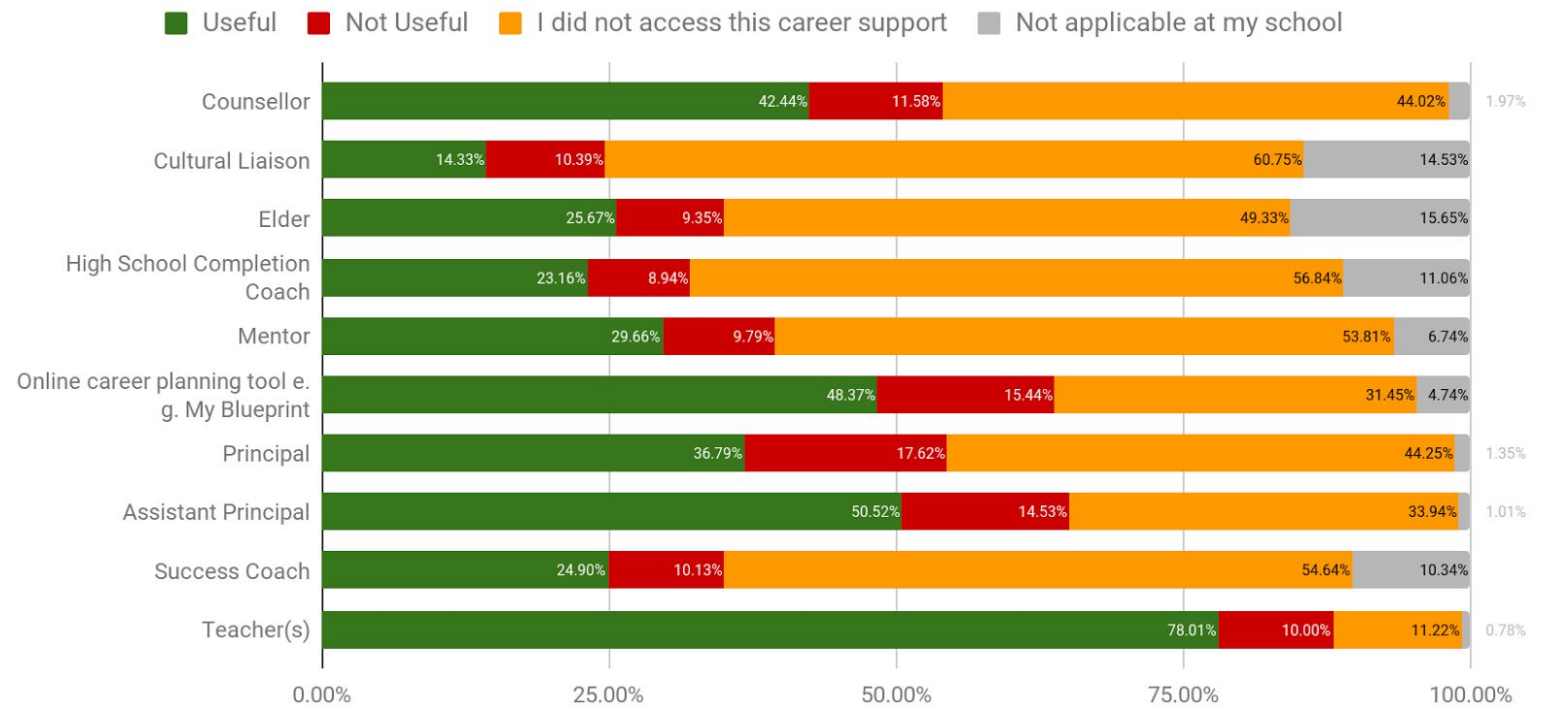
Q22. At school, I have learned about the various career options and possibilities available to me as I transition to post-secondary or the world of work (Grade 11 only, n=3,860)

Q24. Students can access career planning assistance and resources in my school (T&L Staff - Grades 7 - 12 Only, n=1,659)



**CAREER SUPPORTS
ACCESS AND
USEFULNESS**

Q23. Of the following supports you may have accessed this year, please indicate whether you found them useful or not useful in relationship to career planning (Grade 11 only, n=3,860)



**No Responses to Non-Comparable Questions by Audience*

PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL ONE: A focus on well-being and student citizenship

OUTCOME: Our learning and working environments are welcoming, inclusive, safe and healthy.

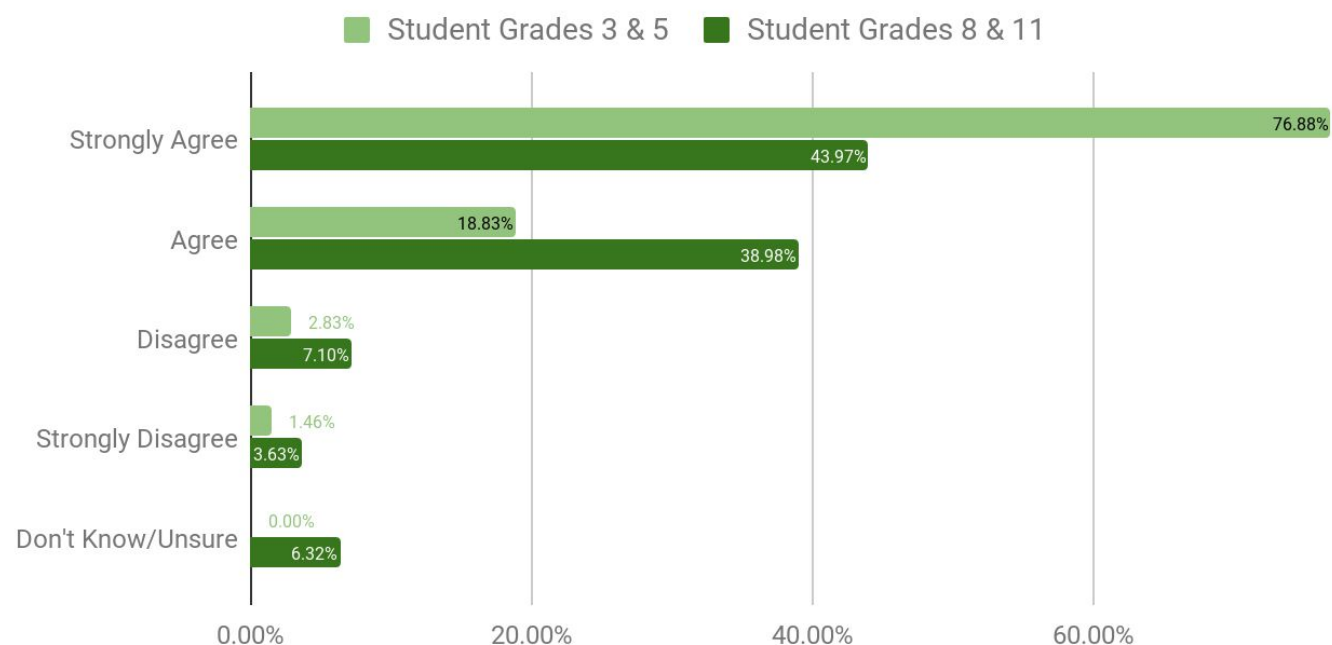
THEME: SAFE ENVIRONMENTS

Responses to Comparable Questions by Audience

HELP FROM AN ADULT IN THE SCHOOL

Q18. I know at least one adult in my school who I could go to for help (Student Grades 3 & 5, n=12,456)

Q38. I know at least one adult in my school who I could go to for help (Student Grades 8 & 11, n=9,340)



STUDENT SAFETY

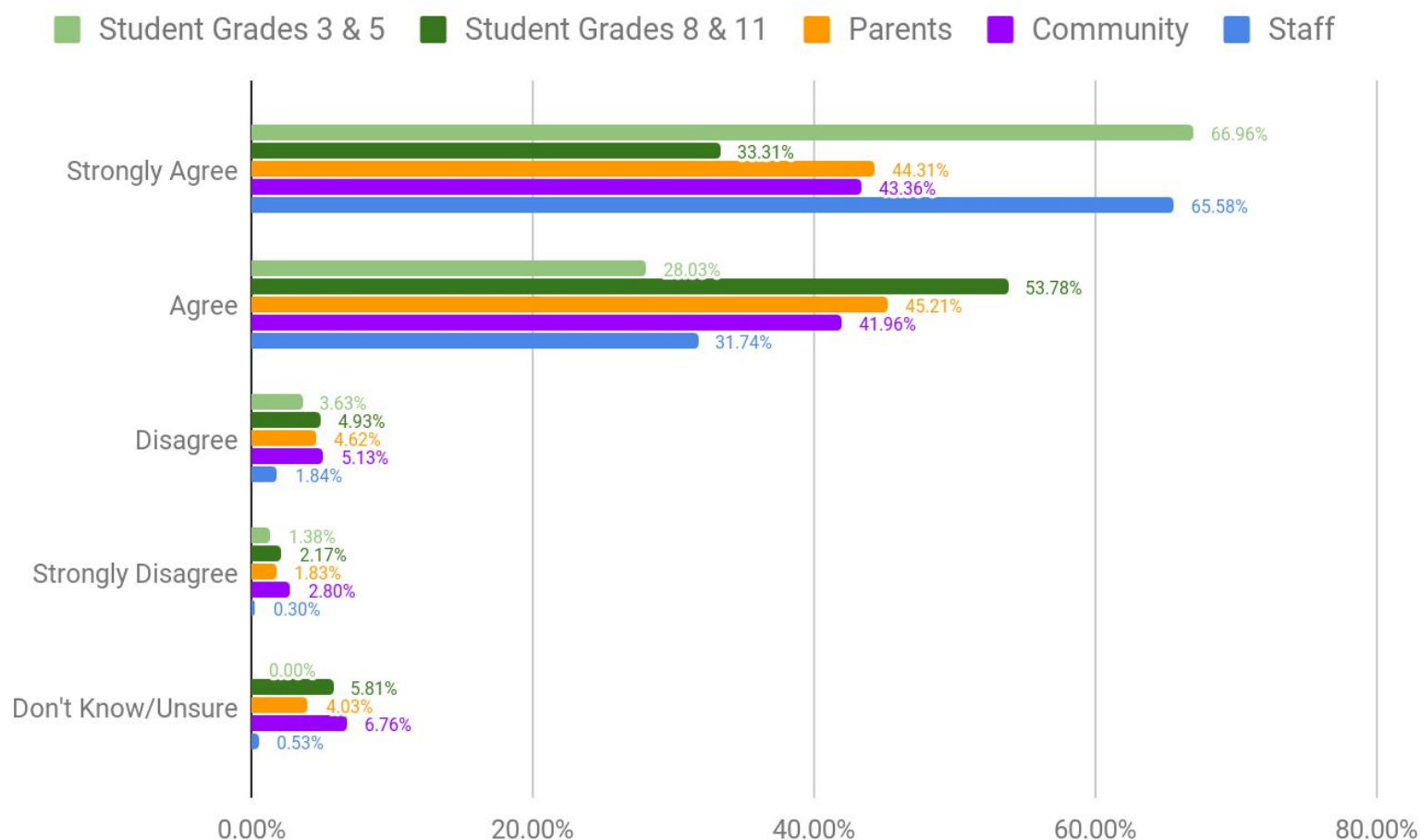
Q15. I feel safe at school (Student Grades 3 & 5, n=12,456)

Q34. I feel safe at school (Student Grades 8 & 11, n=9,340)

Q17. My child's school is focused on student safety (Parents, n=3,873)

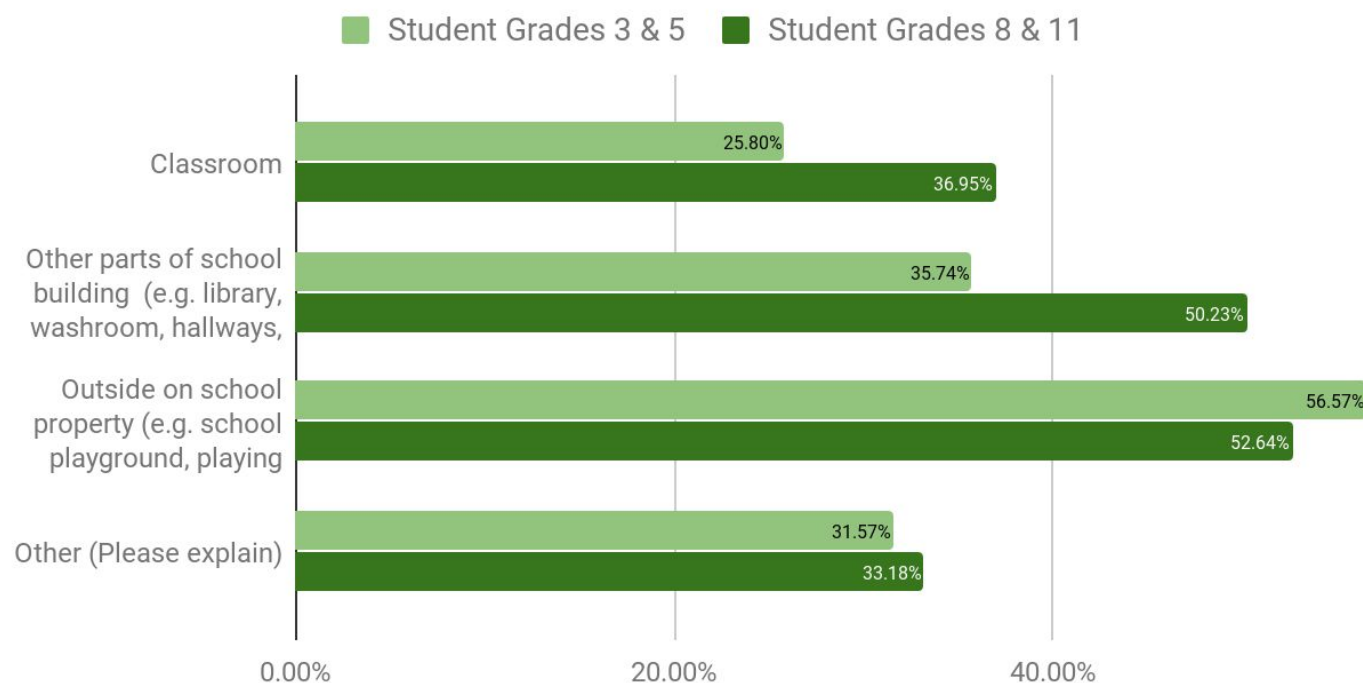
Q5. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools: Are focused on student safety (Community, n=429)

Q25. My school is a safe learning environment for students (T&L Staff Only, n=4,338)



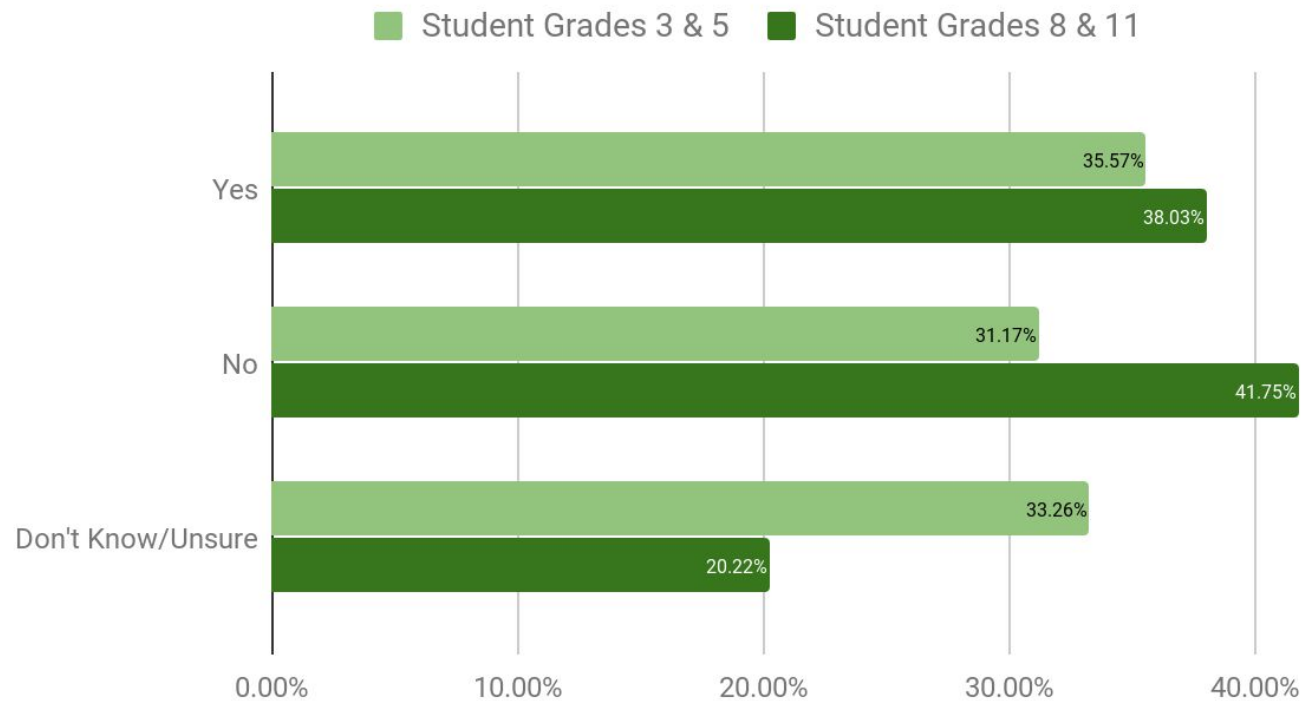
WHERE STUDENTS DO NOT FEEL SAFE

Q16. If Disagree or Strongly Disagree was selected in response to the previous question, respondents were asked: Where do you not feel safe (Select all that apply) (Student Grades 3 & 5, n=624)
Q35. If Disagree or Strongly Disagree was selected in response to the previous question, respondents were asked: Where do you not feel safe? (Select all that apply) (Student Grades 8 & 11, n=663)



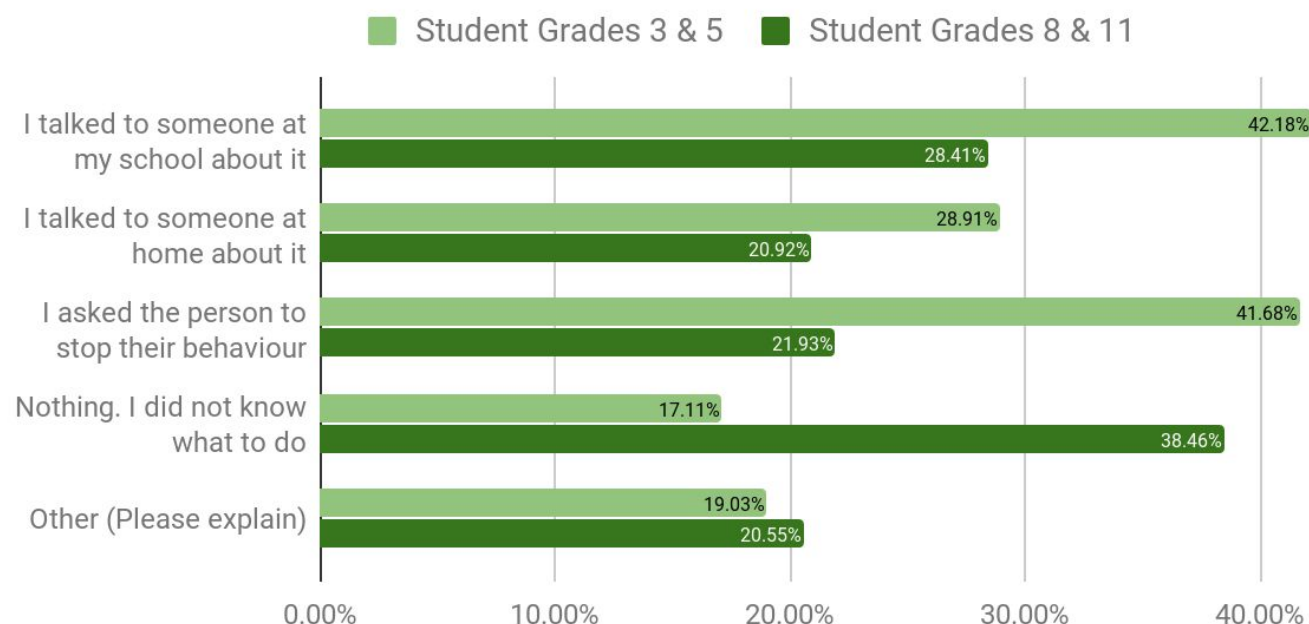
**WITNESS TO
THREATENING OR
HARMFUL
BEHAVIOUR**

Q19. In this school year I have witnessed threatening or harmful behaviour by a student or students toward others (Student Grades 3 & 5, n=12,456)
Q39. In this school year I have witnessed threatening or harmful behaviour by a student or students toward others (Student Grades 8 & 11, n=9,340)



**STUDENT RESPONSES
AFTER WITNESSING
THREATENING OR
HARMFUL
BEHAVIOUR**

Q20. If Yes was selected in response to the previous question, respondents were asked: What did you do after you saw it happen? (Select all that apply)
(Student Grades 3 & 5, n=4,431)
Q40. If Yes was selected in response to the previous question, respondents were asked: What did you do after you saw it happen? (Select all that apply)
(Student Grades 8 & 11, n=3552)

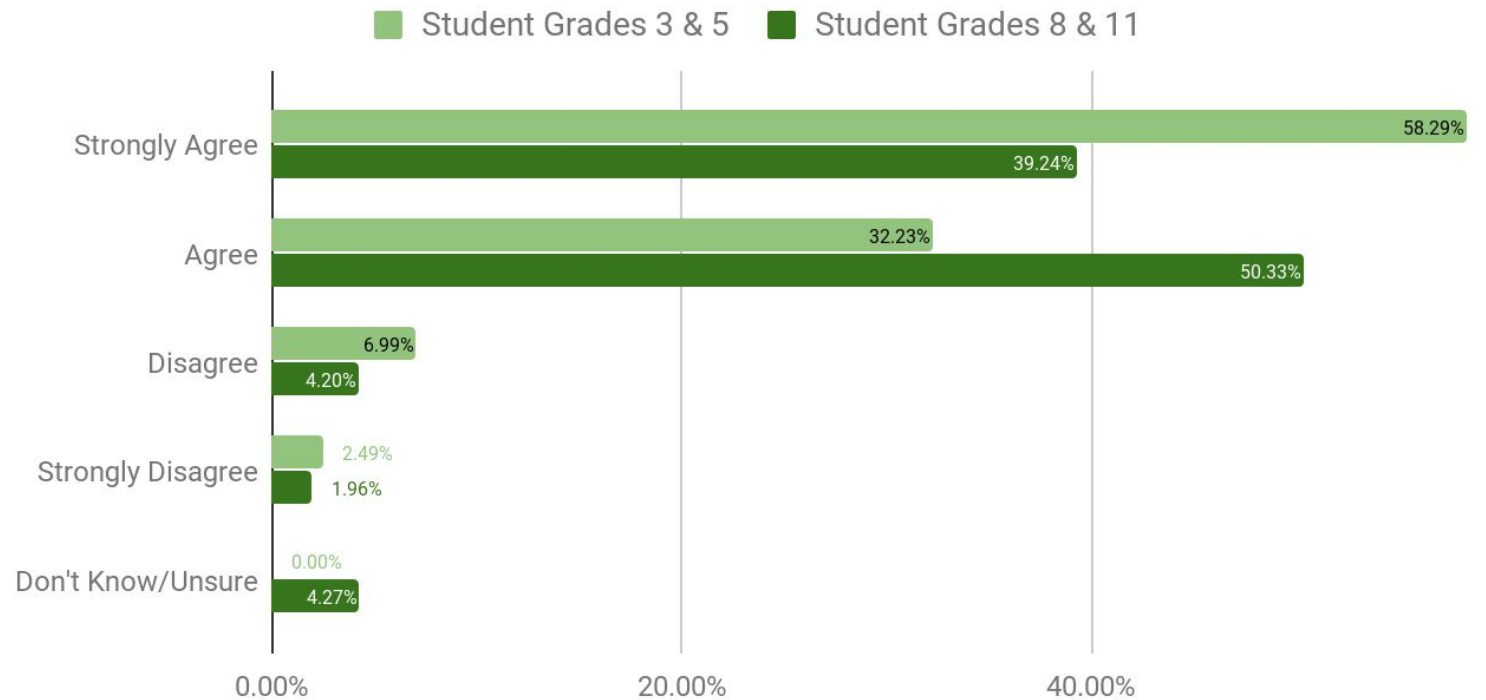


MULTIPLE RESPONSES - one or more options selected per respondent

ONLINE SAFETY

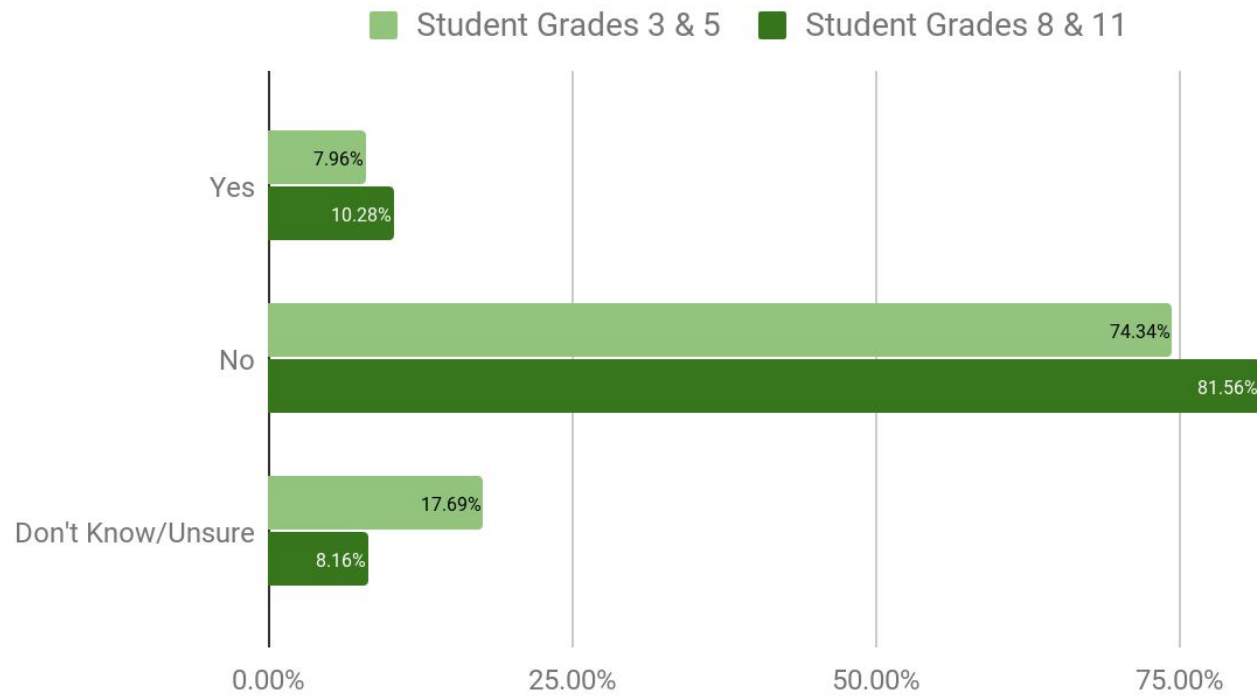
Q17. I feel safe when I am online at school (Student Grades 3 & 5, n=12,456)

Q37. I feel safe when I am online at school (Student Grades 8 & 11, n=9,340)



**UNCOMFORTABLE
CONTACT BY PHONE
OR COMPUTER**

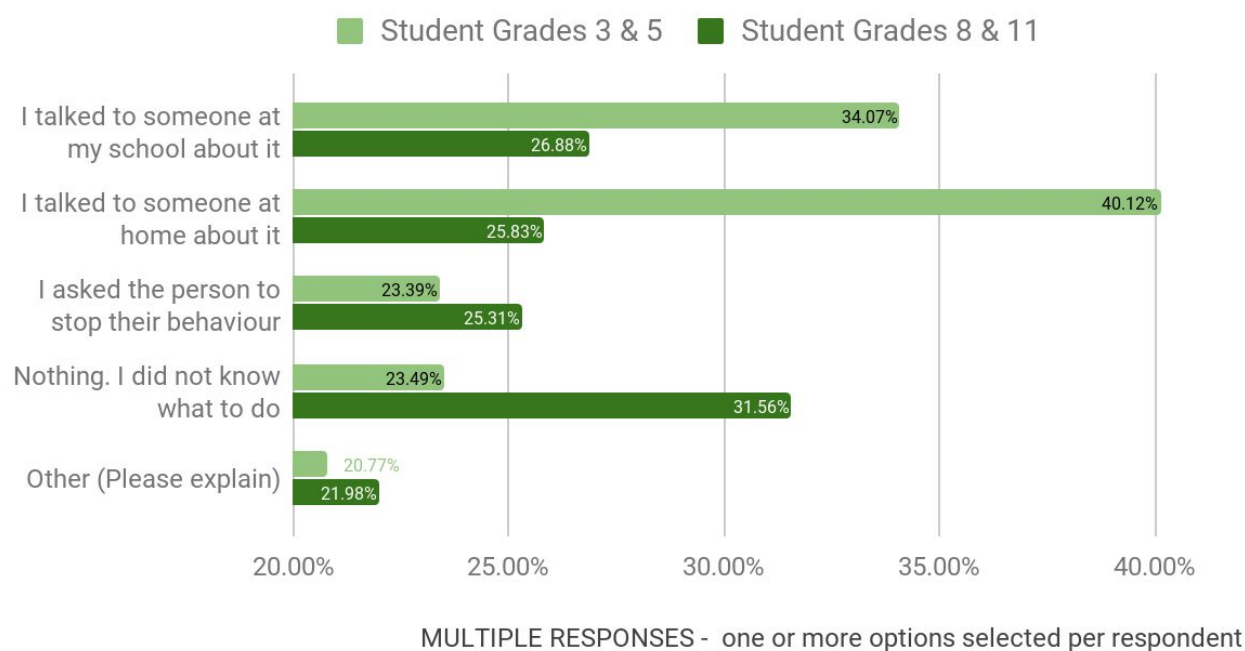
Q21. In this school year, I have been contacted on my phone or computer in a way that made me feel uncomfortable (Student Grades 3 & 5, n=12,456)
Q41. In this school year, I have been contacted on my phone or computer in a way that made me feel uncomfortable (Student Grades 8 & 11, n=9,340)



**STUDENT RESPONSES
TO
UNCOMFORTABLE
CONTACT BY PHONE
OR COMPUTER**

Q22. If Yes was selected in response to the previous question, respondents were asked: What did you do after it happened? (Select all that apply) (Student Grades 3 & 5, n=992)

Q42. If Yes was selected in response to the previous question, respondents were asked: What did you do after it happened? (Select all that apply) (Student Grades 8 & 11, n=960)



Responses to Non-Comparable Questions by Audience

STUDENTS 8 & 11

QUESTION	SA	A	D	SD	DK
Q36. I feel safe when travelling to or from school (n=9,340)	37.01%	53.51%	4.84%	1.17%	3.47%
	90.52%		6.01%		

STAFF

QUESTION	SA	A	D	SD	DK
Q26. District working environments are safe (n=5,444)	44.93%	51.23%	1.60%	0.46%	1.78%
	96.16%		2.06%		

THEME: WELCOMING ENVIRONMENTS

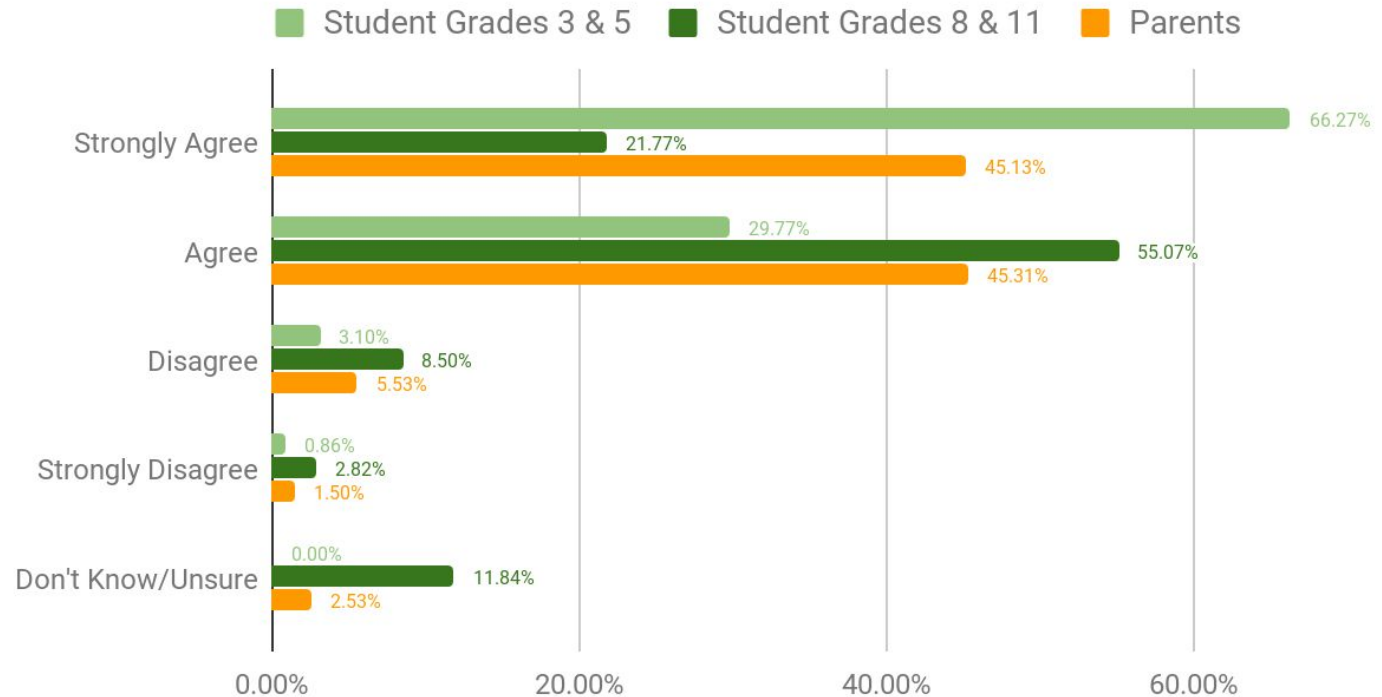
Responses to Comparable Questions by Audience

CARING
ENVIRONMENTS

Q23. The adults in my school care about me (Student Grade 3 & 5, n=12,456)

Q43. The adults in my school care about me (Student Grade 8 & 11, n=9,340)

Q21. My child's school is focused on creating a caring learning environment (Parents, n=3,873)

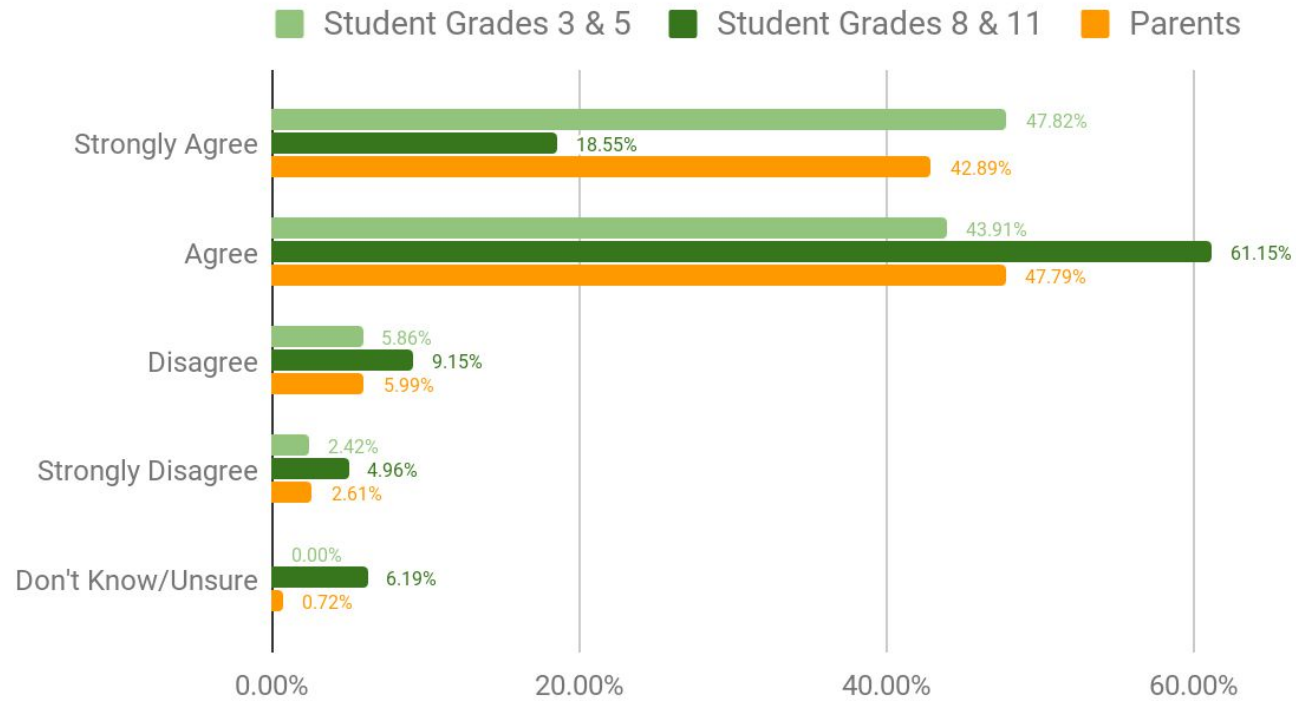


ENJOYMENT OF SCHOOL

Q24. I like being at school (Student Grade 3 & 5, n=12,456)

Q44. I like being at school (Student Grade 8 & 11, n=9,340)

Q20. I feel my child enjoys going to school (Parents, n=3,873)

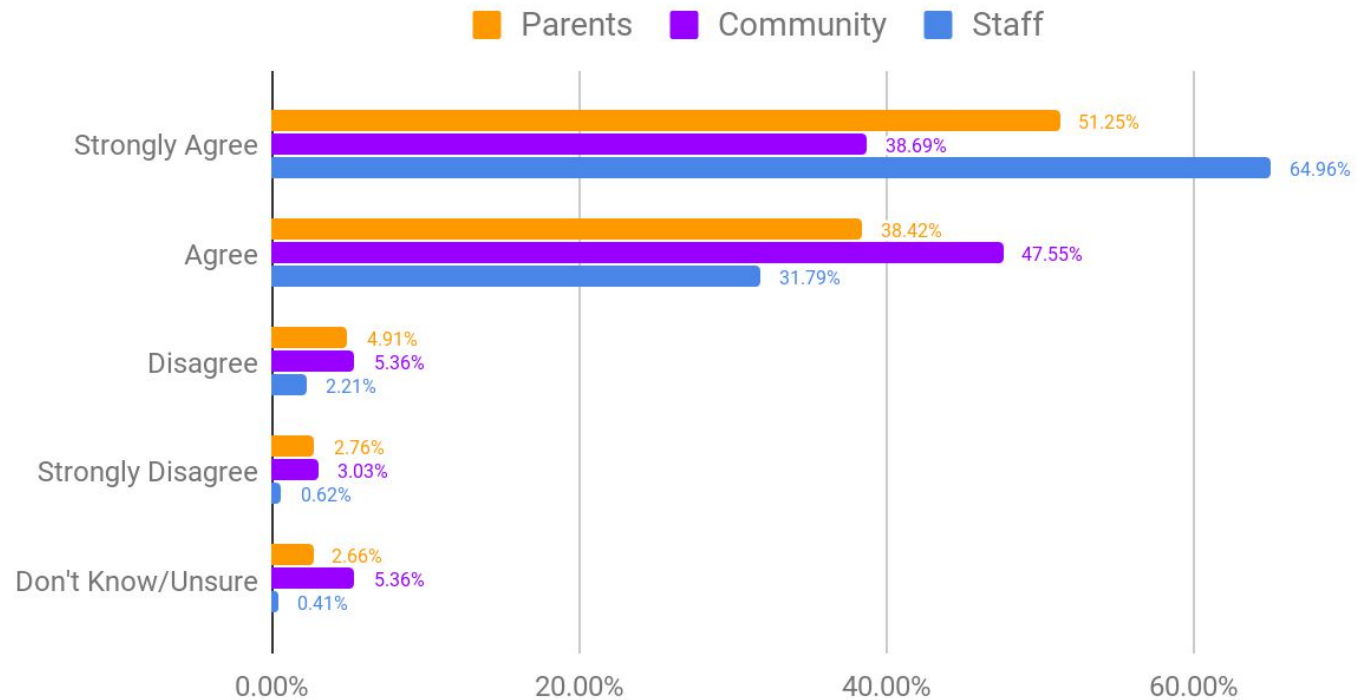


WELCOMING SCHOOLS

Q18. I feel welcome at my child's school (Parents, n=3,873)

Q6. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools feel welcoming (Community, n=429)

Q28. My school feels welcoming (T&L Staff Only, n=4,338)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 3 & 5

QUESTION	SA	A	D	SD	DK
Q25. My school is a friendly place (n=12,456)	49.97%	42.45%	6.46%	1.12%	0.00%
	92.42%		7.58%		

STUDENT GRADES 8 & 11

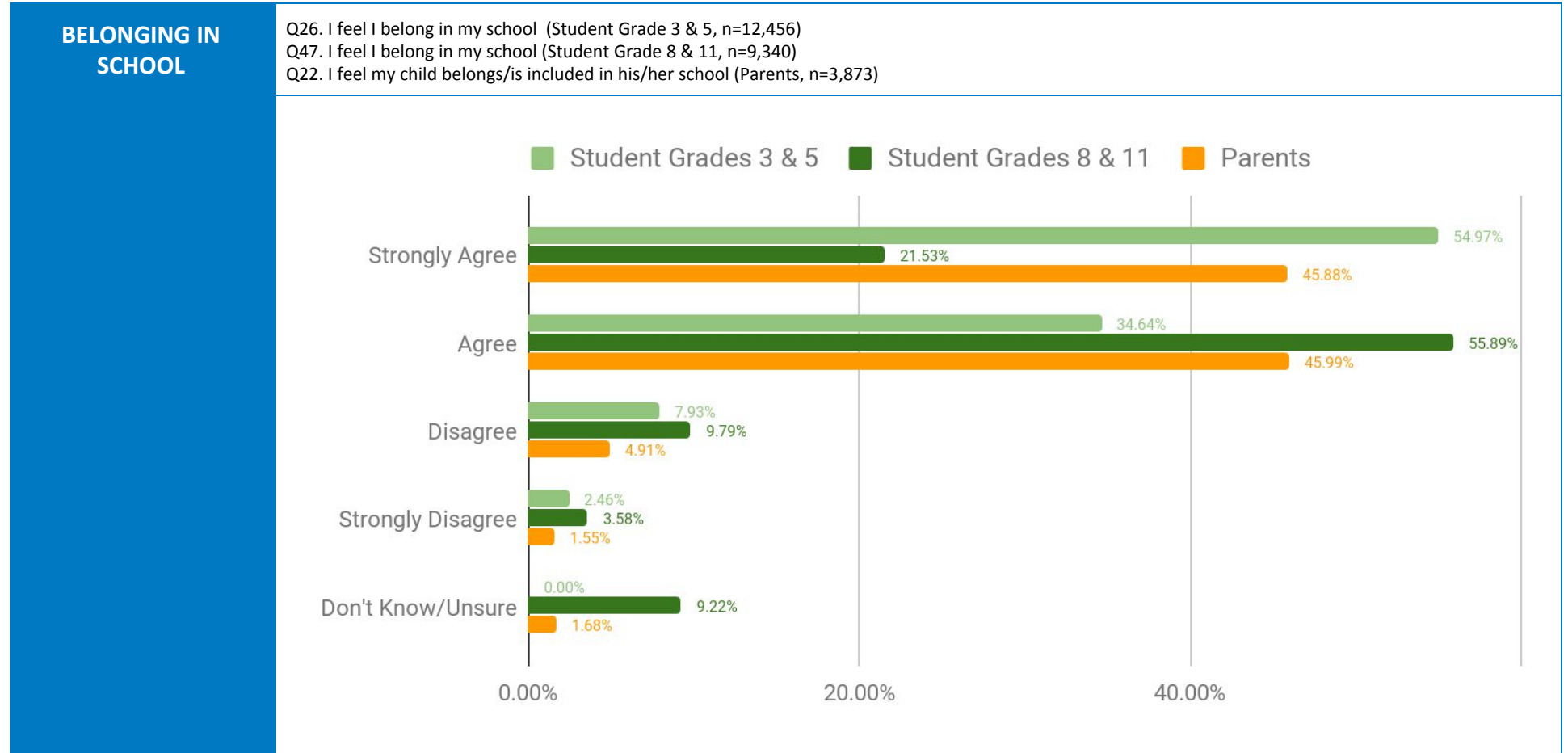
QUESTION	MULTIPLE RESPONSE - one or more options selected per response
Q45. If Strongly Agree or Agree was selected in response to Q44, respondents were asked: Why? (Select all that apply)? (n=7,444) * Q44 = I like being at school (yes/no)	
To be with my friends	73.71%
To participate in clubs and extracurricular activities	31.48%
To learn	55.82%
Other (Please explain)	7.28%

STAFF

QUESTION	SA	A	D	SD	DK
Q29. District working environments are welcoming (n=5,444)	42.30%	52.76%	2.09%	0.35%	2.50%
	95.06%		2.44%		

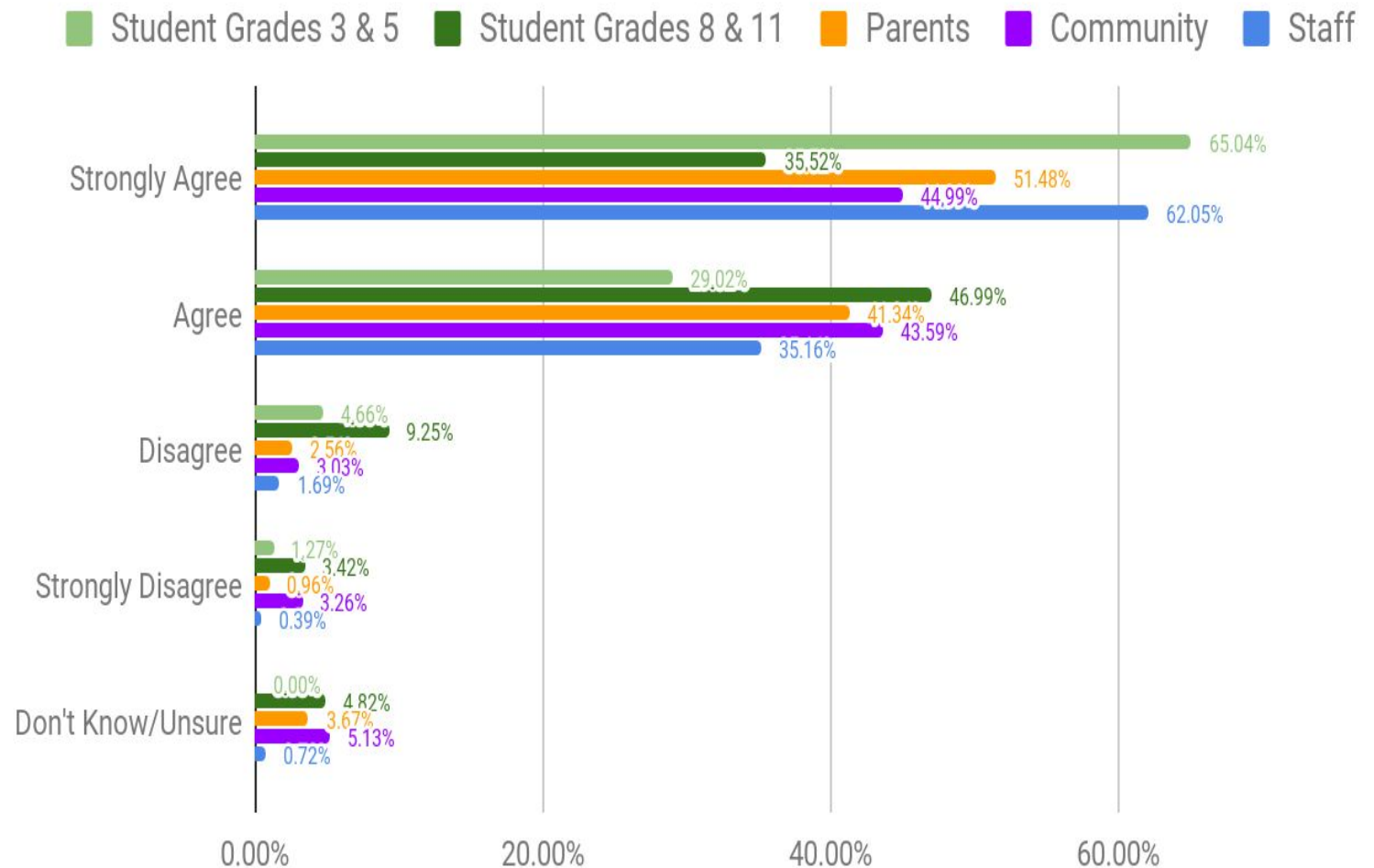
THEME: INCLUSIVE ENVIRONMENTS

Responses to Comparable Questions by Audience



RESPECT FOR
DIFFERENCES

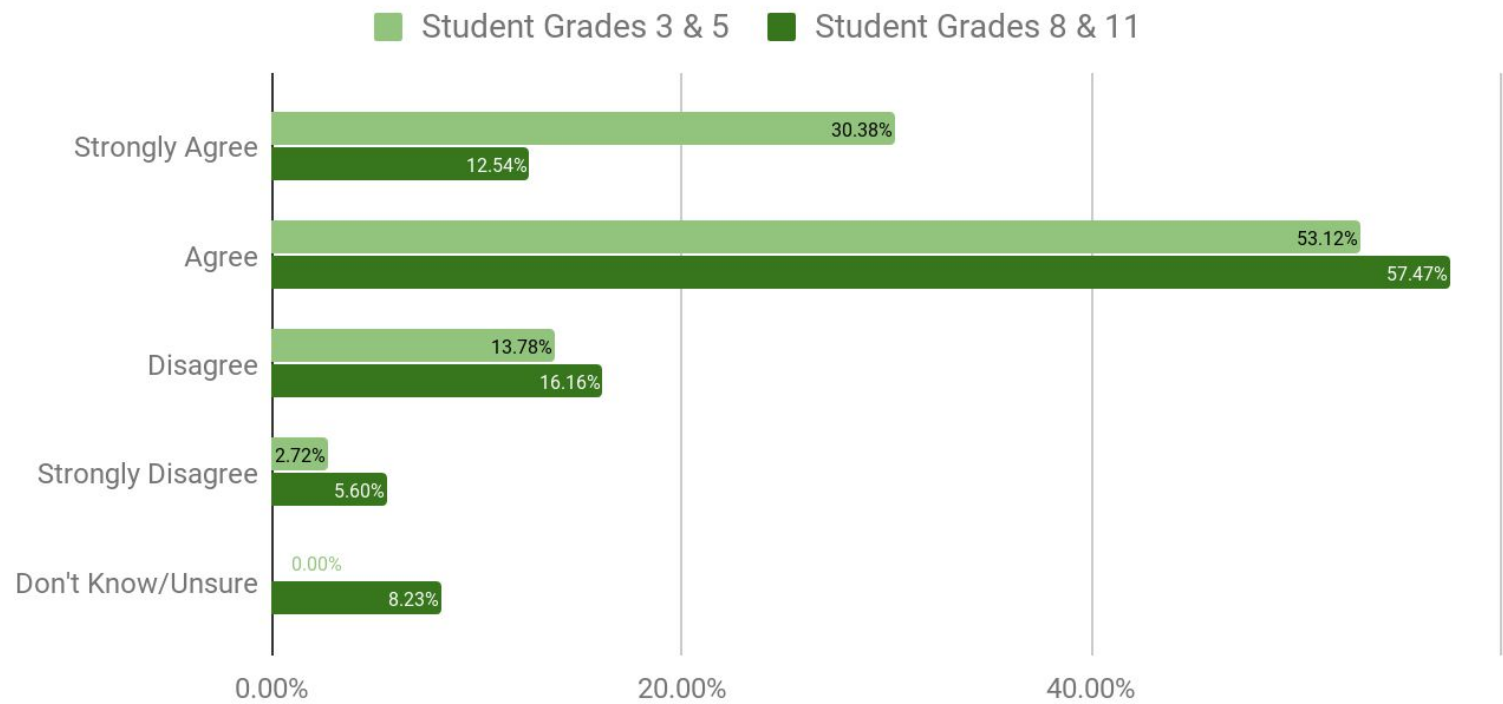
Q27. My school is a place where differences are respected (e.g. beliefs, cultures, identities, religions) (Student Grade 3 & 5, n=12,456)
 Q48. My school is a place where differences are respected (e.g. beliefs, cultures, identities and religions) (Student Grade 8 & 11, n=9,340)
 Q23. My child's school respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Parents, n=3,873)
 Q7. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools respect the diversity of all people (e.g. beliefs, cultures, identities and religions) (Community, n=429)
 Q31. My school/central department respects the diversity of all people (e.g. beliefs, cultures, identities and religions) (Staff, n=5,444)



**STUDENT KINDNESS
INSIDE THE
CLASSROOM**

Q28. Students in my school are kind to each other inside the classroom (Student Grade 3 & 5, n=12,456)

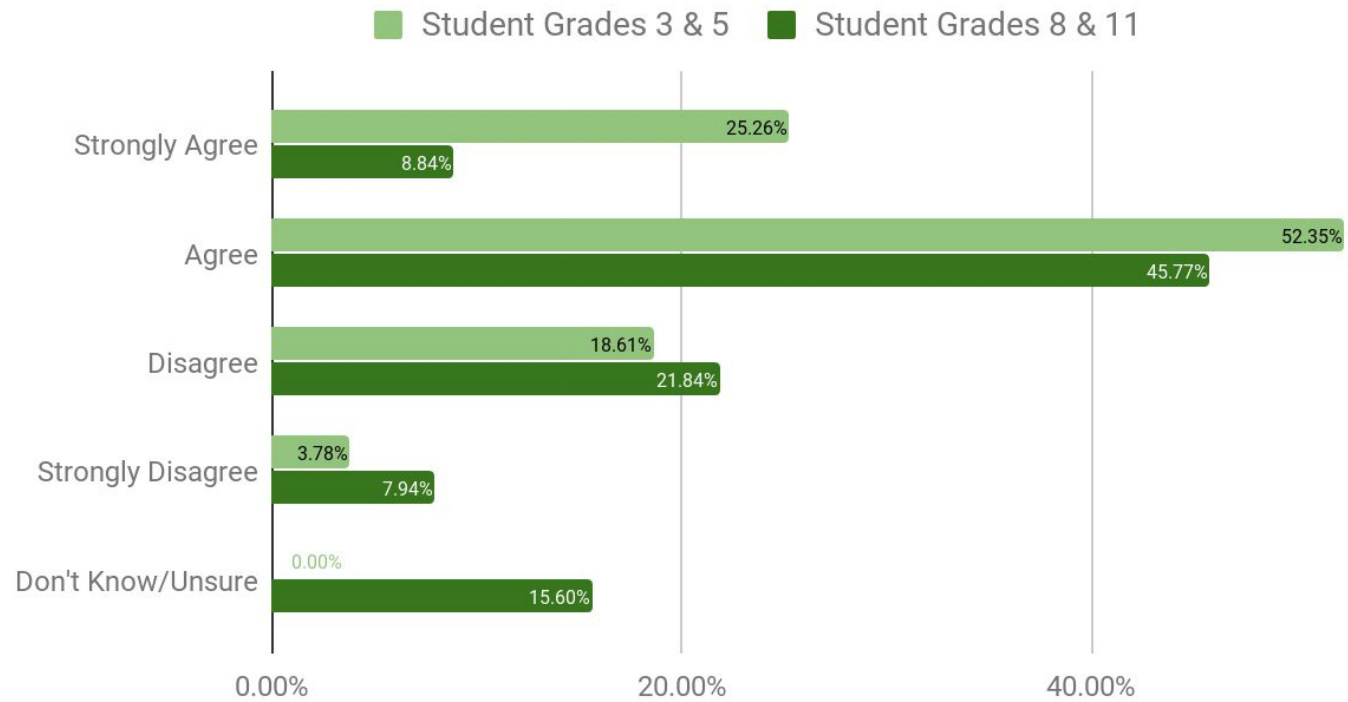
Q49. Students in my school are kind to each other inside the classroom (Student Grade 8 & 11, n=9,340)



**STUDENT KINDNESS
OUTSIDE THE
CLASSROOM**

Q29. Students in my school are kind to each other outside the classroom (Student Grade 3 & 5, n=12,456)

Q50. Students in my school are kind to each other outside the classroom (Student Grade 8 & 11, n=9,340)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 8 & 11

QUESTION	SA	A	D	SD	DK
Q51. All students are welcome to participate in extracurricular school activities (e.g. clubs, teams, n=9,340)	45.10%	43.90%	5.27%	1.97%	3.77%
	88.99%		7.24%		

STAFF

QUESTION	SA	A	D	SD	DK
Q32. District working environments are inclusive (n=5,444)	43.33%	51.69%	1.73%	0.28%	2.98%
	95.02%		2.00%		

THEME: RESPECTFUL ENVIRONMENTS**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
Q34. District working environments are respectful (n=5,444)	40.80%	53.36%	2.77%	0.77%	2.30%
	94.16%		3.55%		

THEME: ETHICAL ENVIRONMENTS**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

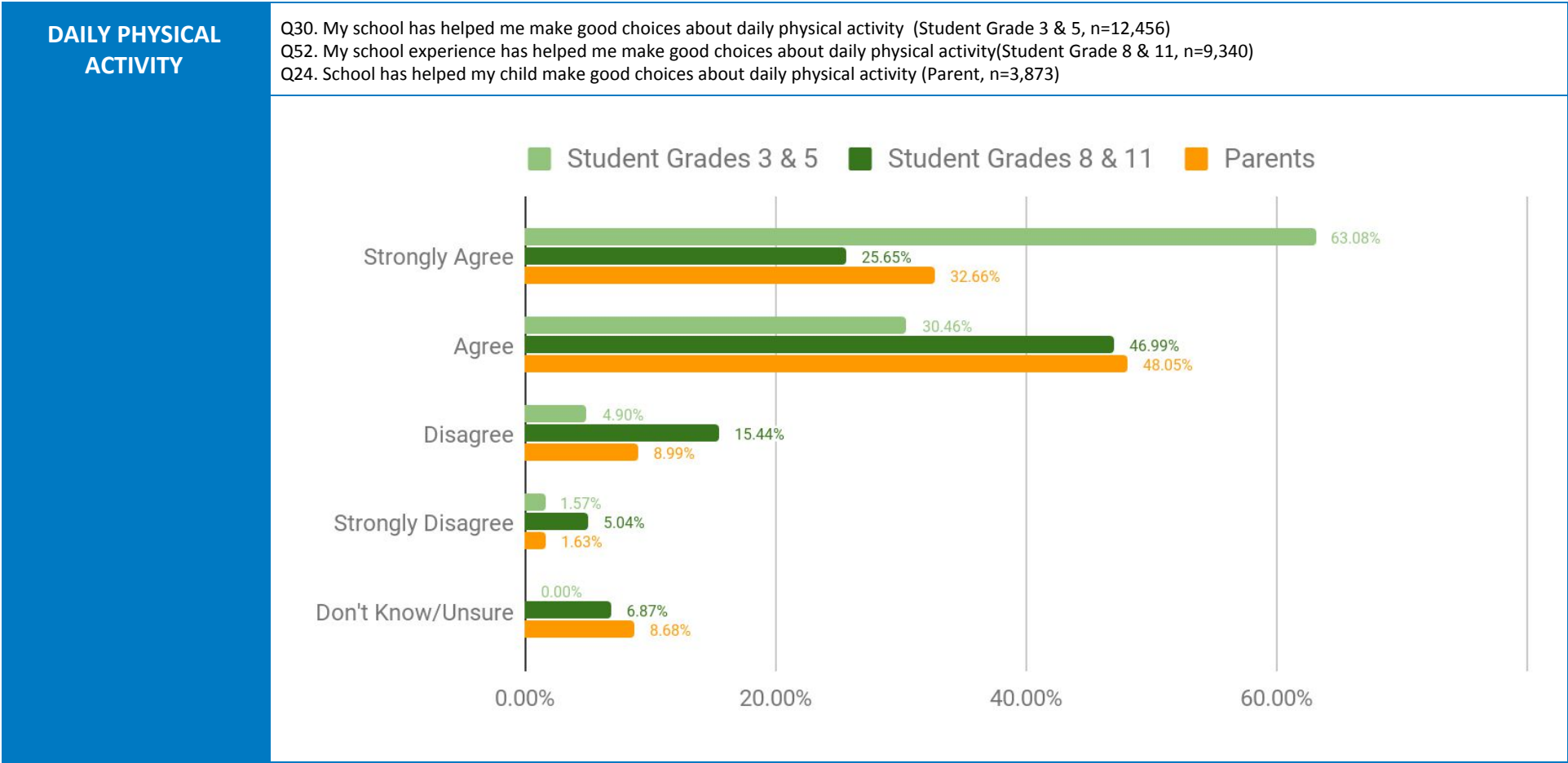
QUESTION	SA	A	D	SD	DK
Q36. District working environments are ethical (n=5,444)	44.03%	49.87%	2.48%	0.64%	2.98%
	93.90%		3.12%		

THEME: HEALTHY ENVIRONMENTS**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
Q38. District working environments are healthy (n=5,444)	31.67%	56.39%	7.04%	1.21%	3.69%
	88.06%		8.25%		

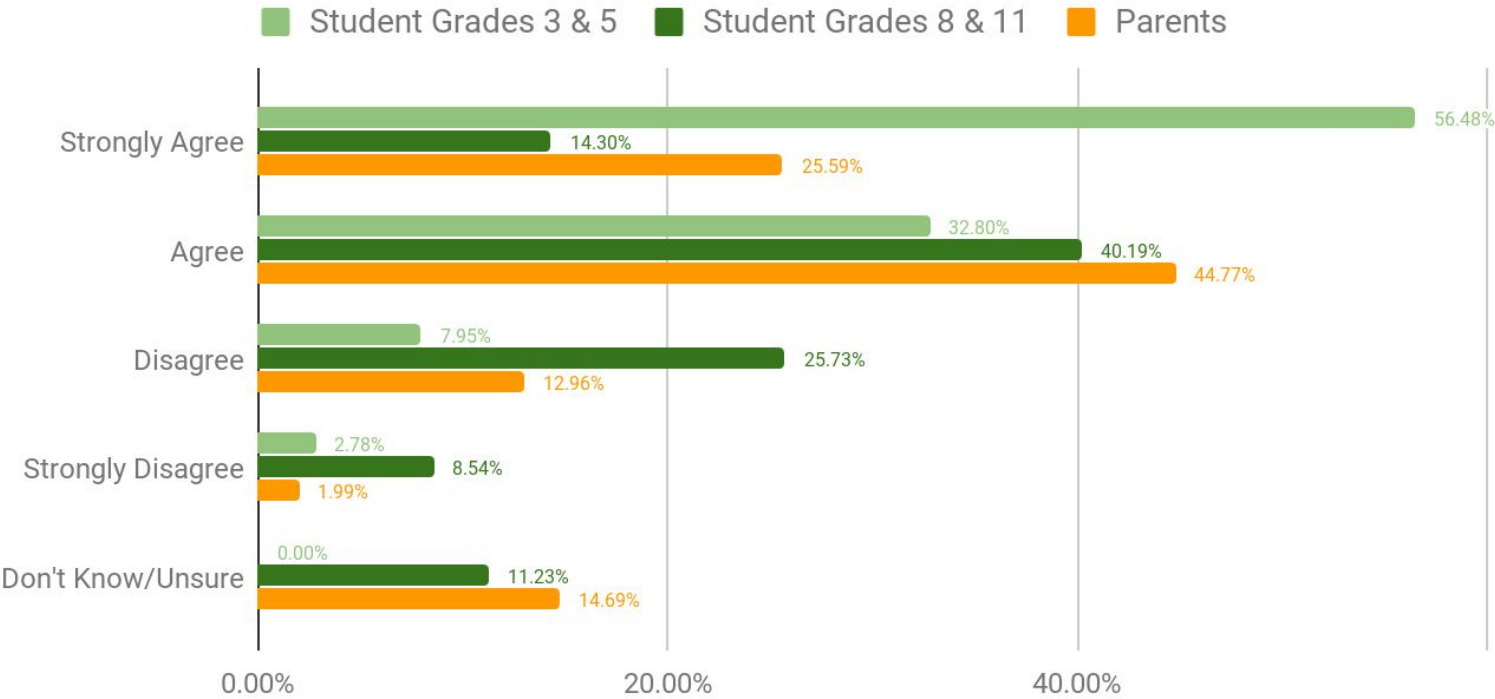
THEME: HEALTH AND WELL-BEING

Responses to Comparable Questions by Audience



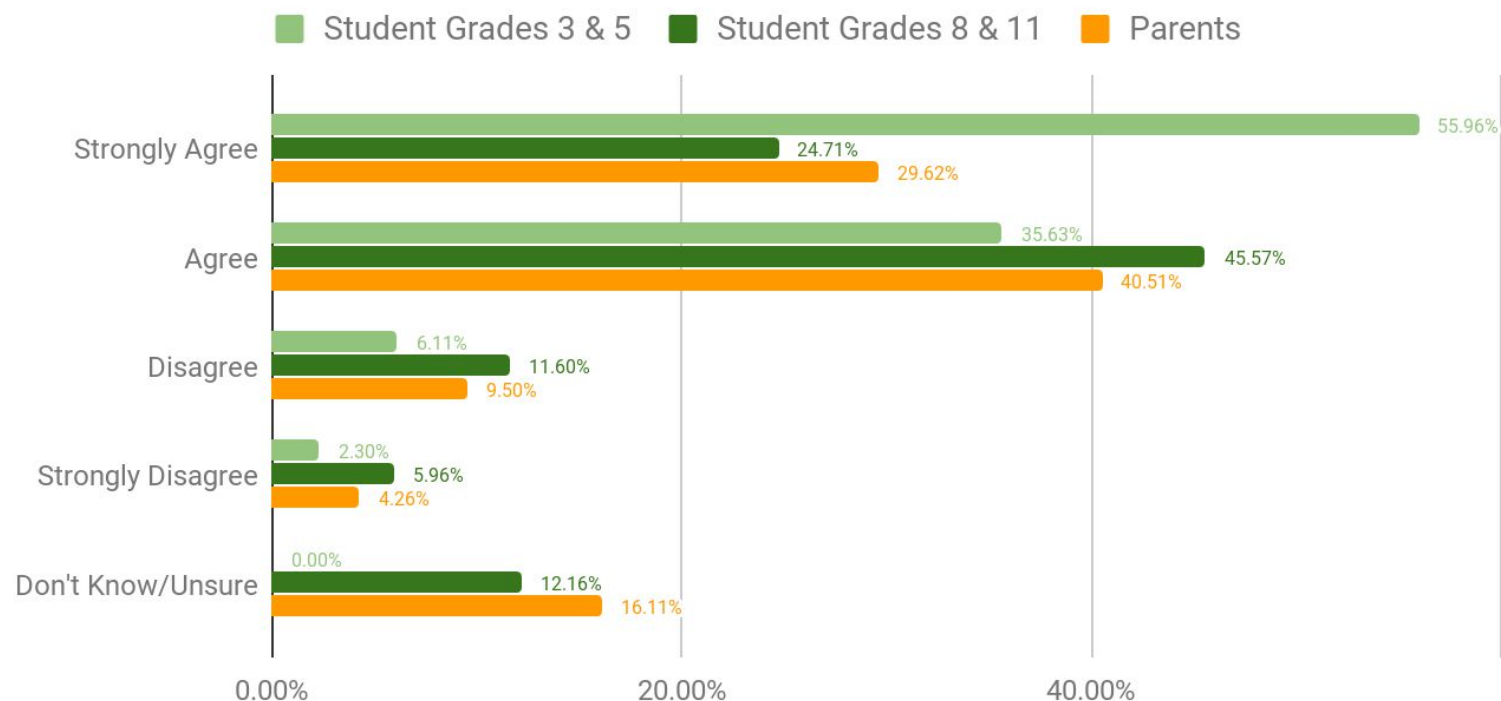
HEALTHY EATING

Q31. My school has helped me make good choices about healthy eating (Student Grade 3 & 5, n=12,456)
Q53. My school experience has helped me make good choices about healthy eating (Student Grade 8 & 11, n=9,340)
Q25. School has helped my child make good choices about healthy eating (Parents, n=3,873)



**SUPPORT FOR
MENTAL AND
PHYSICAL WELL-BEING**

Q32. In my school, I can get the support I need for my mental and physical well-being (Student Grade 3 & 5, n=12,456)
 Q54. In my school, I can get the support I need for my mental and physical well-being (Student Grade 8 & 11, n=9,340)
 Q26. At school, my child can get the support they need for their mental or physical well-being (Parents, n=3,873)



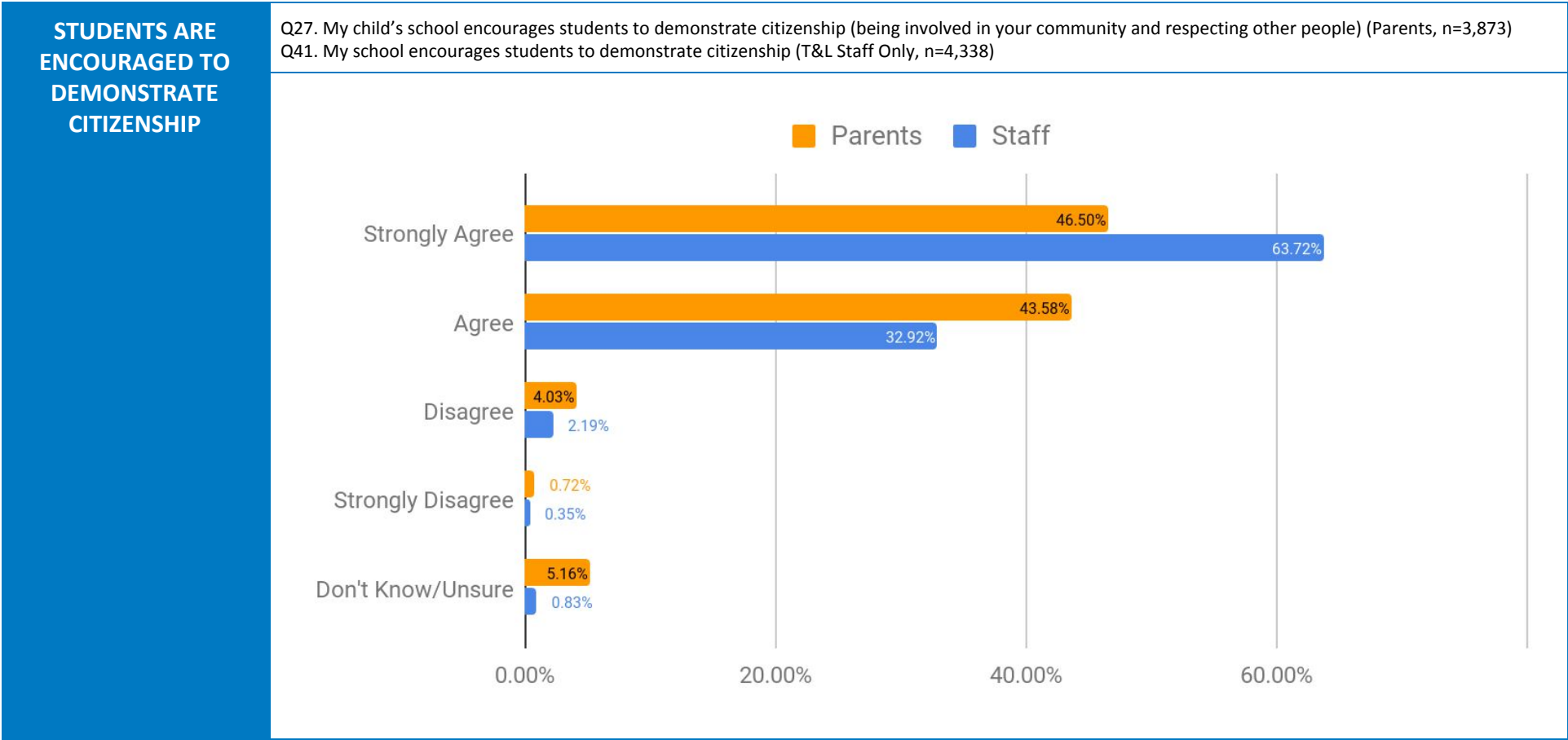
Responses to Non-Comparable Questions by Audience

STAFF

QUESTION	SA	A	D	SD	DK
Q38. District working environments are healthy (n=5,444)	31.67%	56.39%	7.04%	1.21%	3.69%
	88.06%		8.25%		

THEME: CITIZENSHIP AND LEADERSHIP

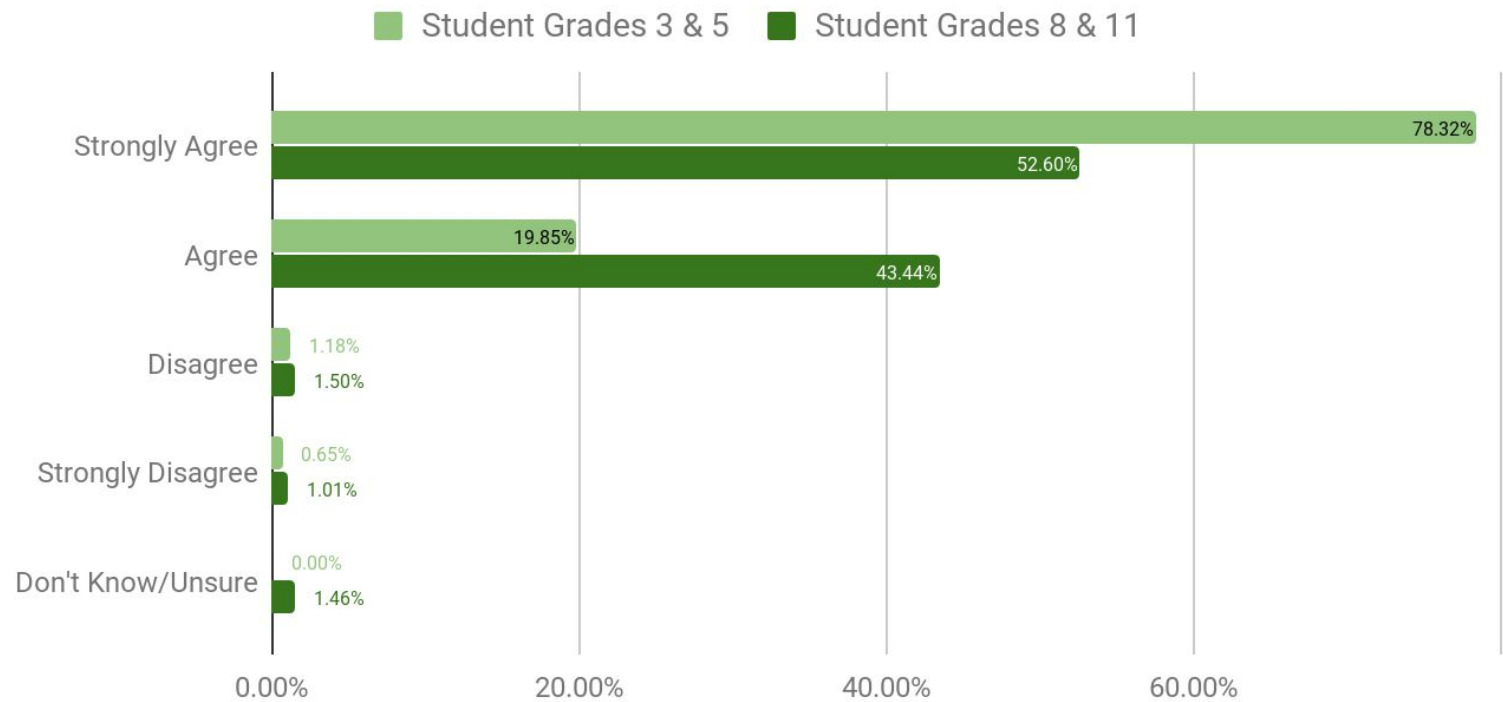
Responses to Comparable Questions by Audience



STUDENTS KNOW
HOW TO BEHAVE

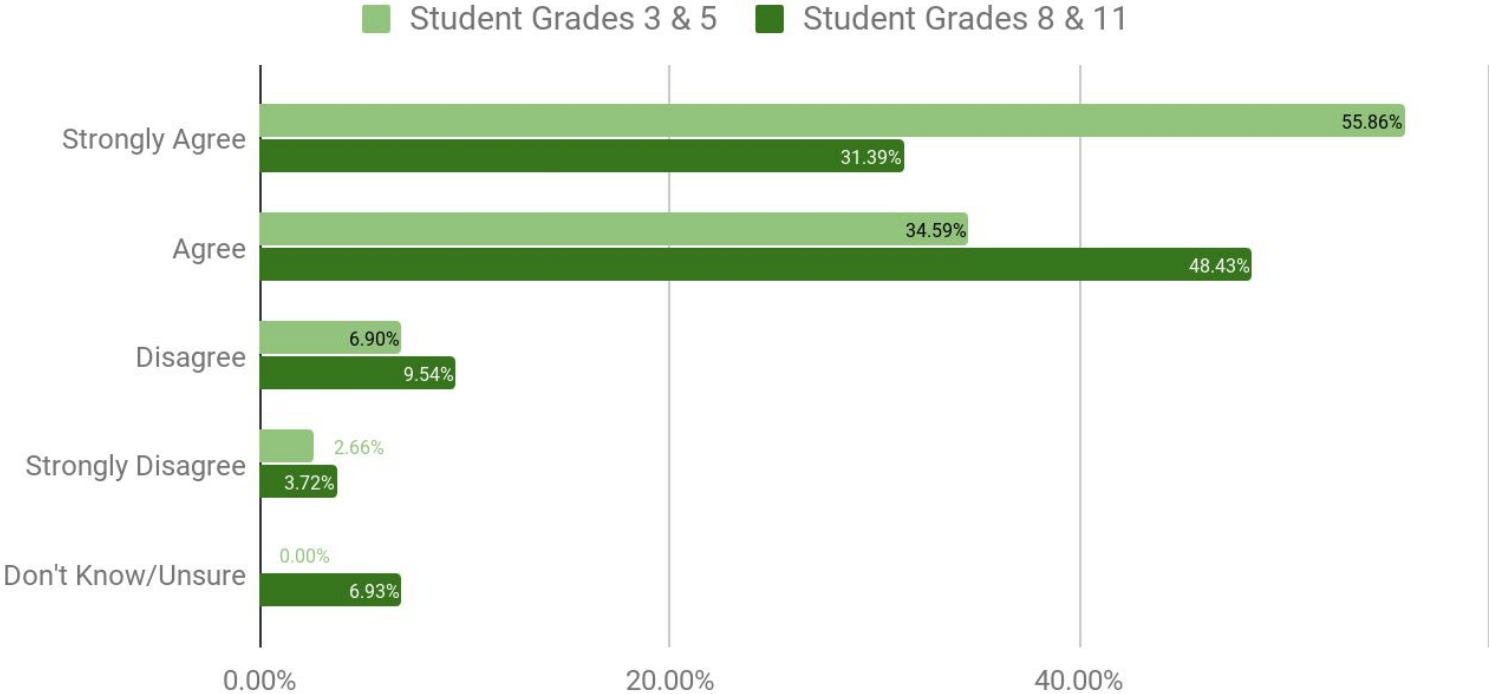
Q33. I know how I need to behave in school (Student Grade 3 & 5, n=12,456)

Q55. I know how I need to behave in school (Student Grade 8 & 11, n=9,340)



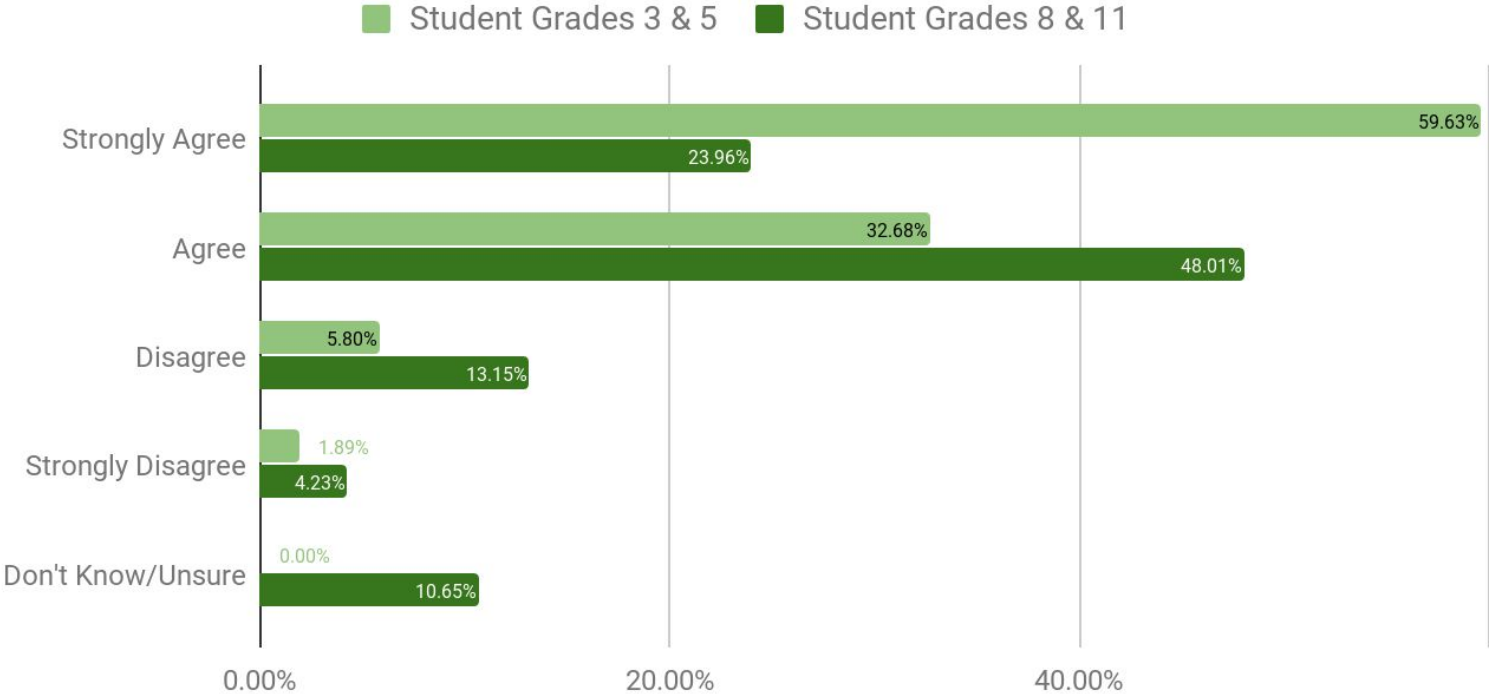
STUDENTS KNOW
HOW TO ASK FOR
HELP

Q34. When I have a problem with friends at school, I know how to ask for help (Student Grade 3 & 5, n=12,456)
Q56. When I have a problem at school, I know who to ask for help (Student Grade 8 & 11, n=9,340)



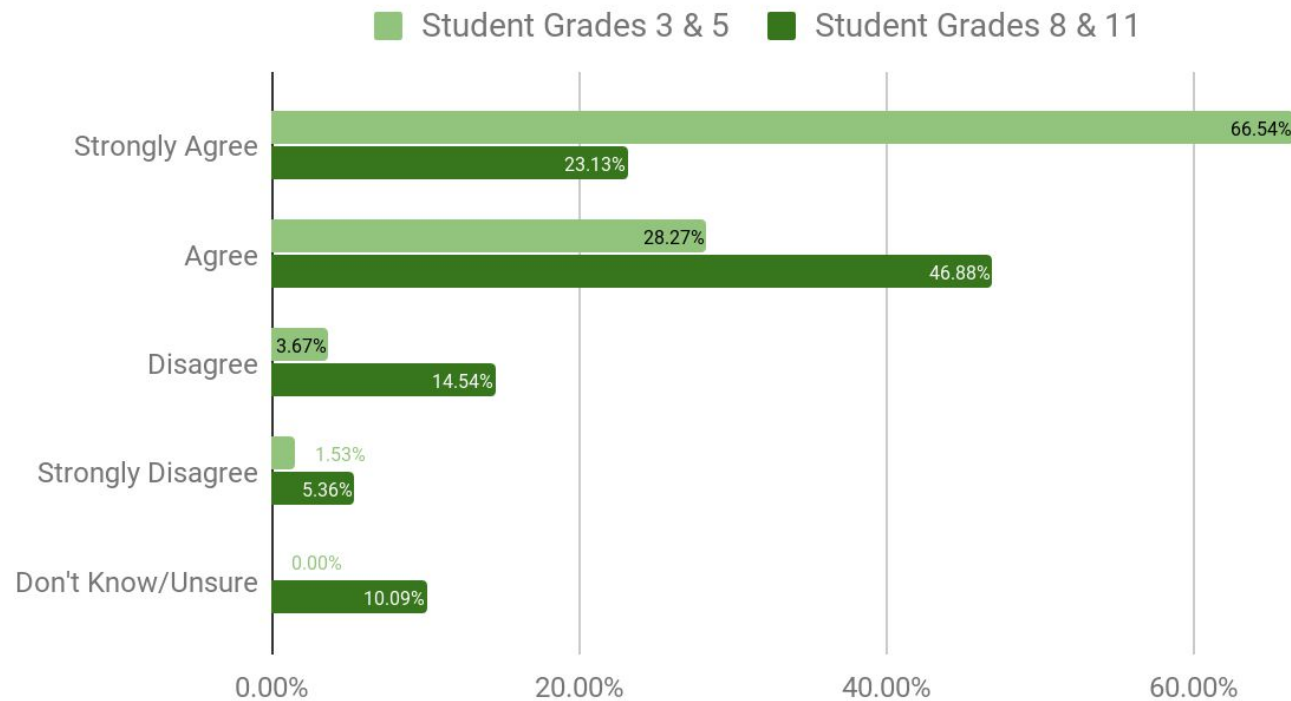
STUDENTS KNOW
HOW TO HELP
OTHERS

Q35. My school has helped me help others (Student Grade 3 & 5, n=12,456)
Q57. My school experience has helped me help others (Student Grade 8 & 11, n=9,340)



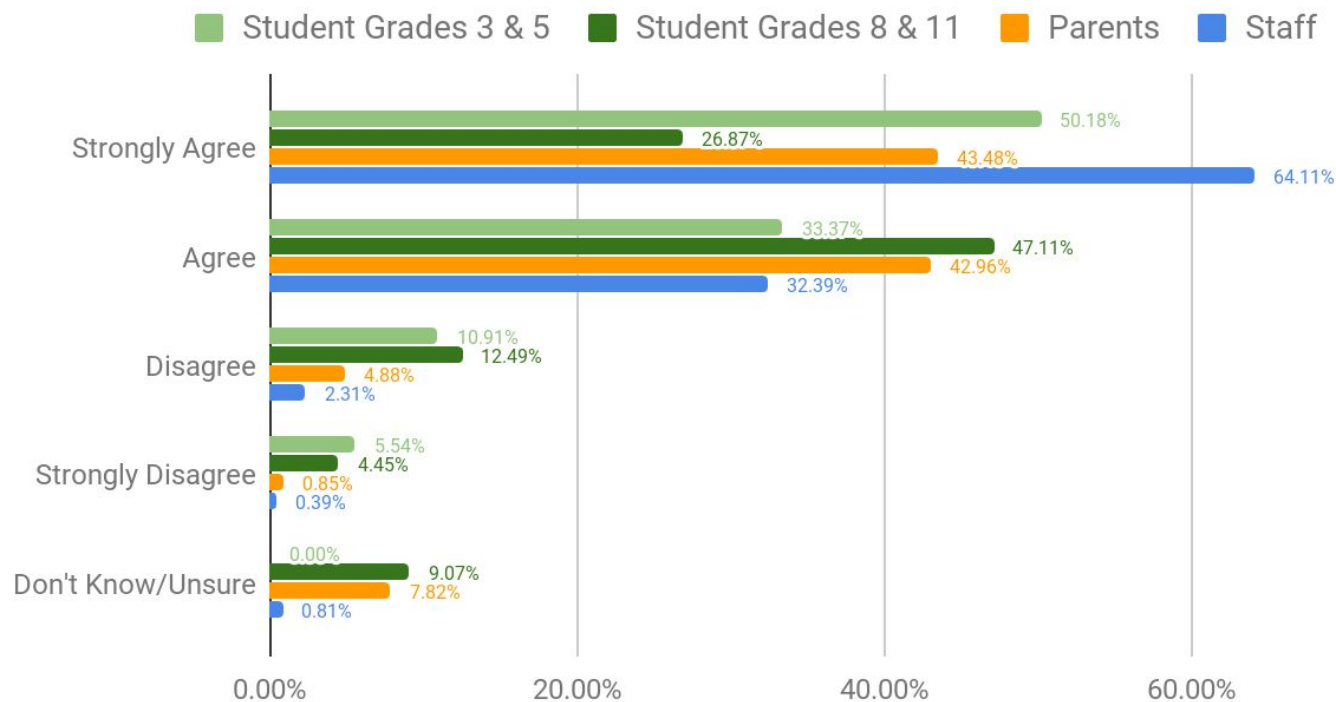
**STUDENTS KNOW
HOW TO MAKE GOOD
CHOICES FOR THE
ENVIRONMENT**

Q36. My school has helped me make choices that are good for the environment (e.g. recycling) (Student Grade 3 & 5, n=12,456)
Q58. My school experience has helped me make choices that are good for the environment (e.g. recycling) (Student Grade 8 & 11, n=9,340)



**STUDENTS HAVE
CHANCES TO BE A
LEADER AT SCHOOL**

Q37. I have chances to be a leader at school (e.g. lead a class activity, be a study buddy, lead a school club, school council) (Student Grade 3 & 5, n=12,456)
 Q59. I have chances to be a leader at school (e.g. lead a class activity, be a study buddy, lead a school club, school council) (Student Grade 8 & 11, n=9,340)
 Q28. My child's school encourages students to demonstrate leadership (Parents, n=3,873)
 Q42. My school encourages students to demonstrate leadership (T&L Staff Only, n=4,338)



**No Responses to Non-Comparable Questions by Audience*

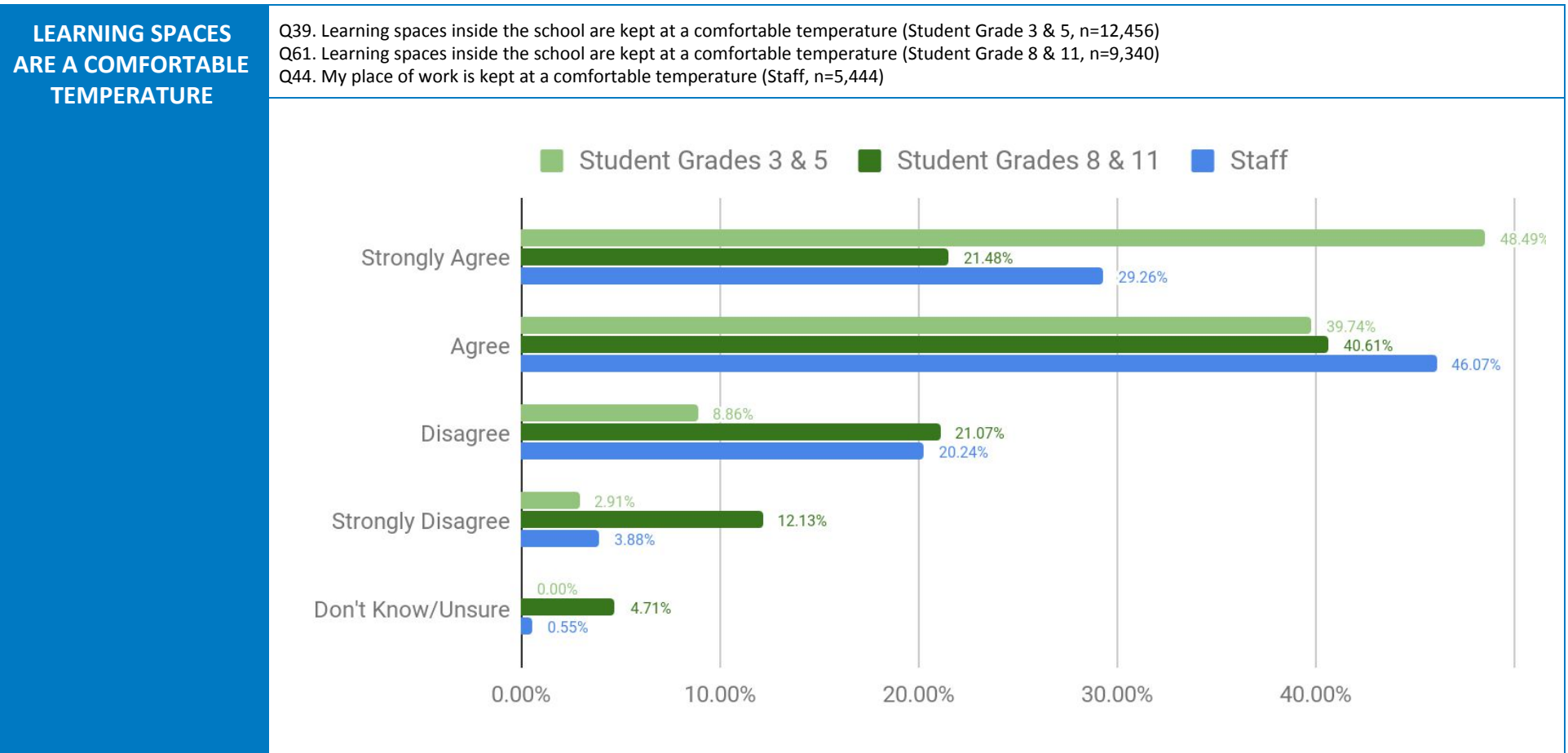
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL TWO: Quality infrastructure for all

OUTCOME: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.

THEME: LEARNING AND WORKING SPACES

Responses to Comparable Questions by Audience



**BUILDING IS WELL
MAINTAINED**

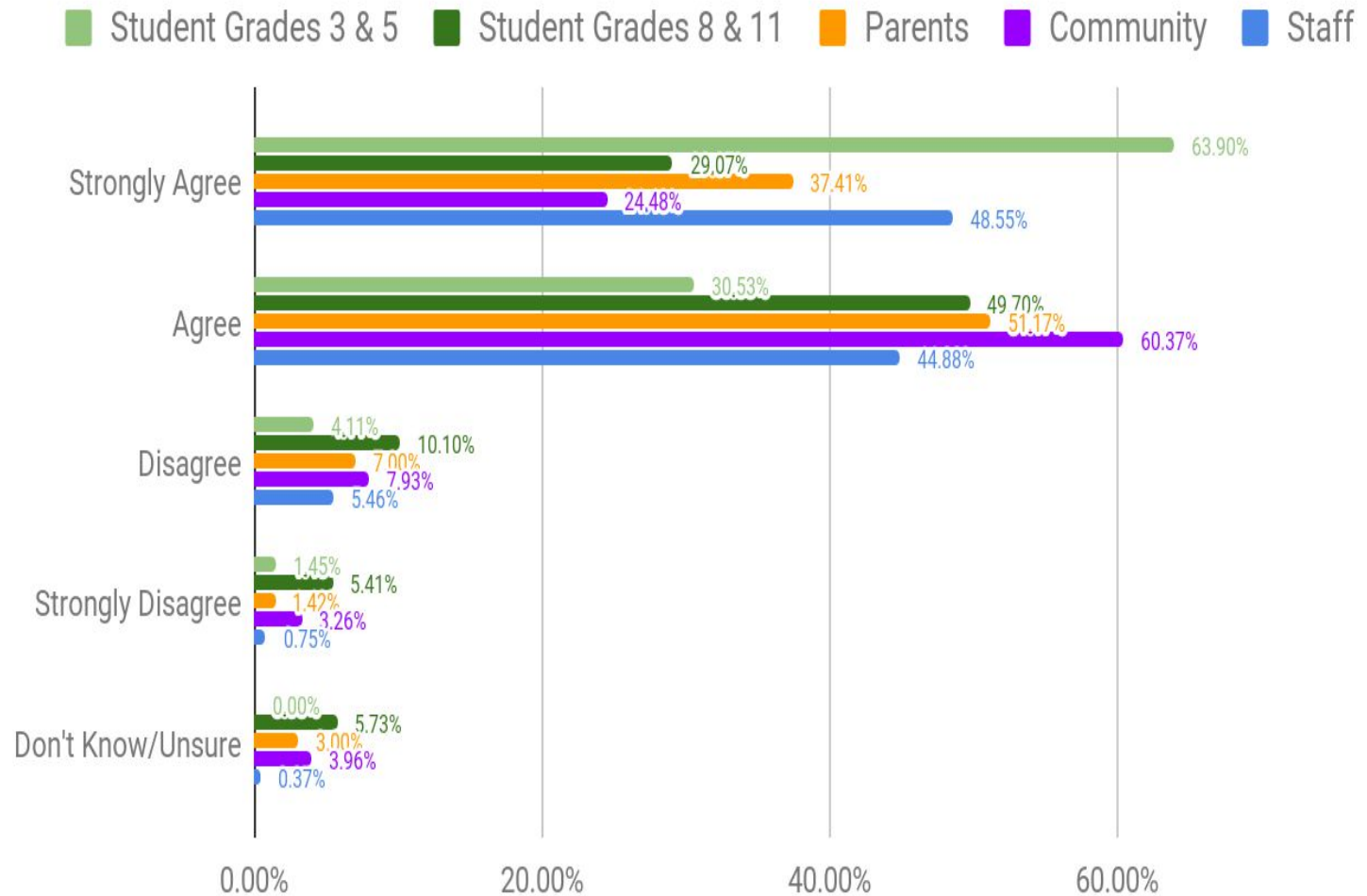
Q38. My school building is well kept (Student Grade 3 & 5, n=12,456)

Q60. My school building is well maintained (Student Grade 8 & 11, n=9,340)

Q29. My child's school building is well maintained (Parents, n=3,873)

Q8. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are well maintained facilities within the community (Community, n=429)

Q43. My place of work is well maintained (Staff, n=5,444)

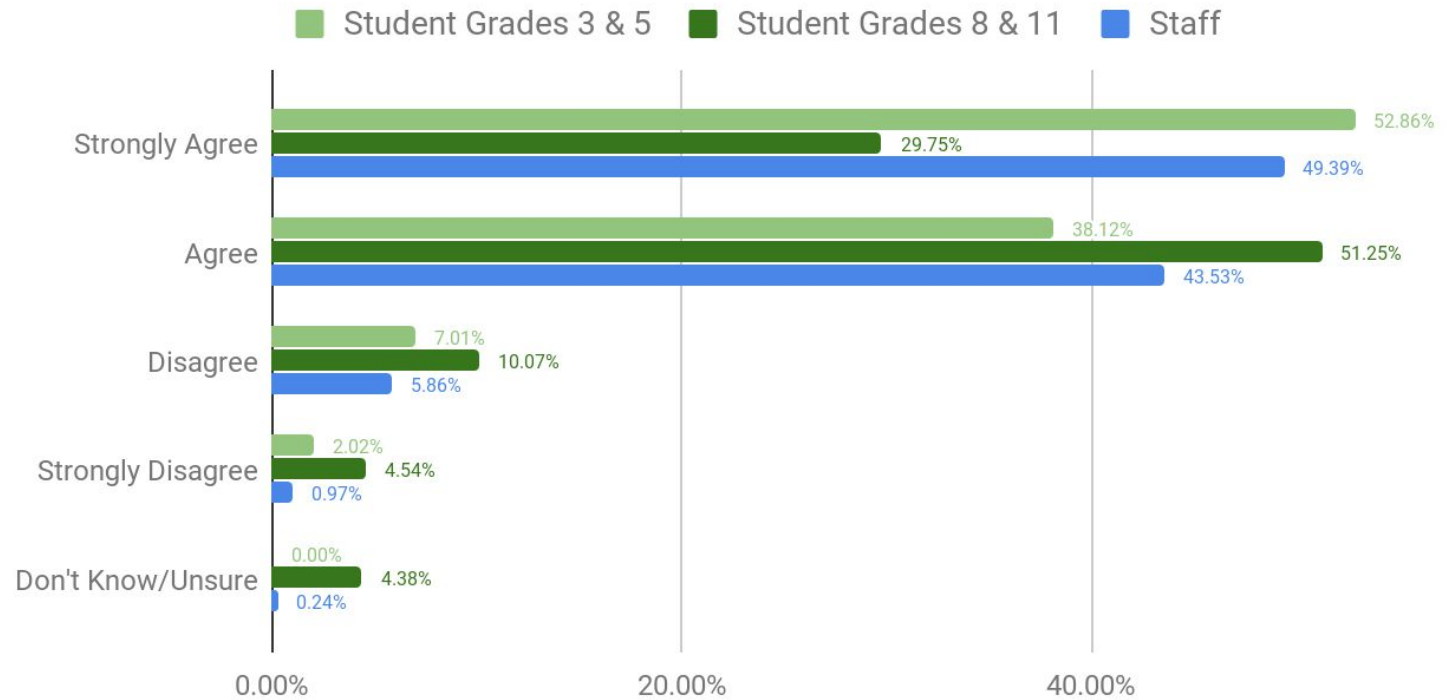


**LEARNING SPACES
ARE CLEAN**

Q40. Learning spaces inside the school are kept clean (Student Grade 3 & 5, n=12,456)

Q62. Learning spaces inside the school are kept clean (Student Grade 8 & 11, n=9,340)

Q45. My place of work is kept clean (Staff, n=5,444)

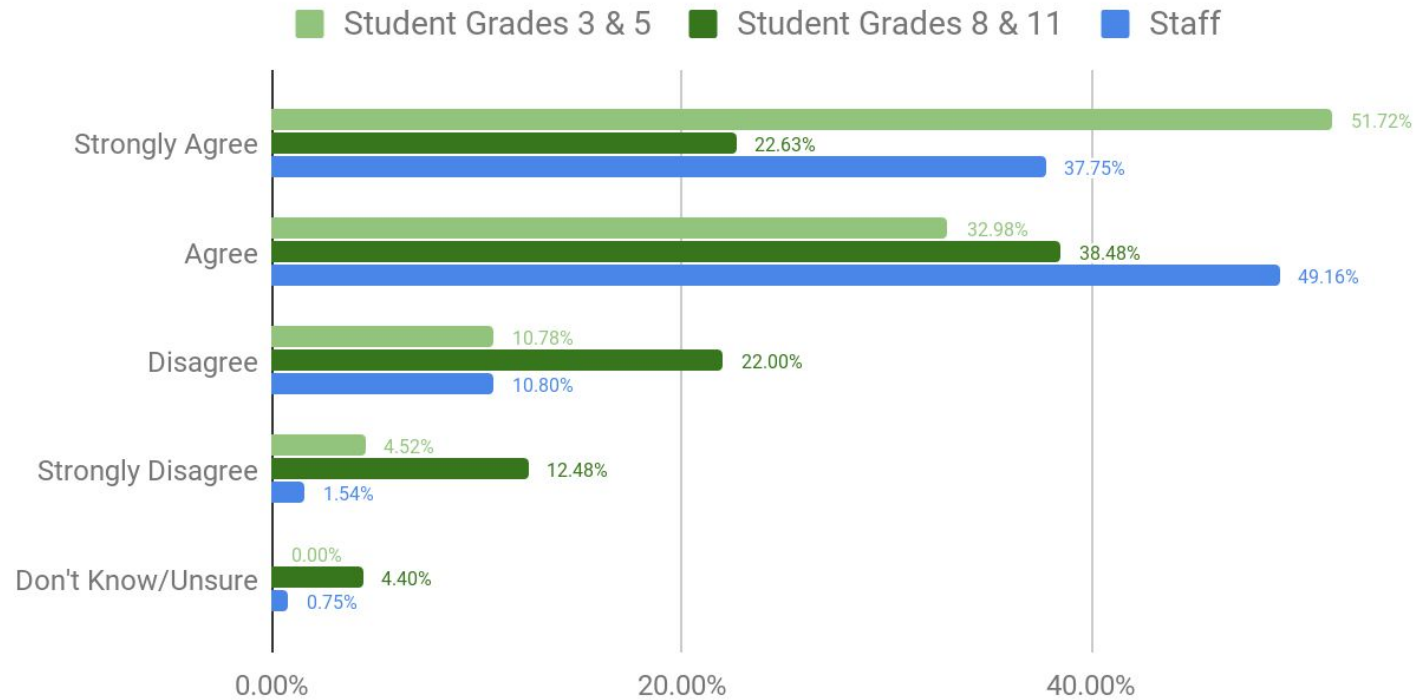


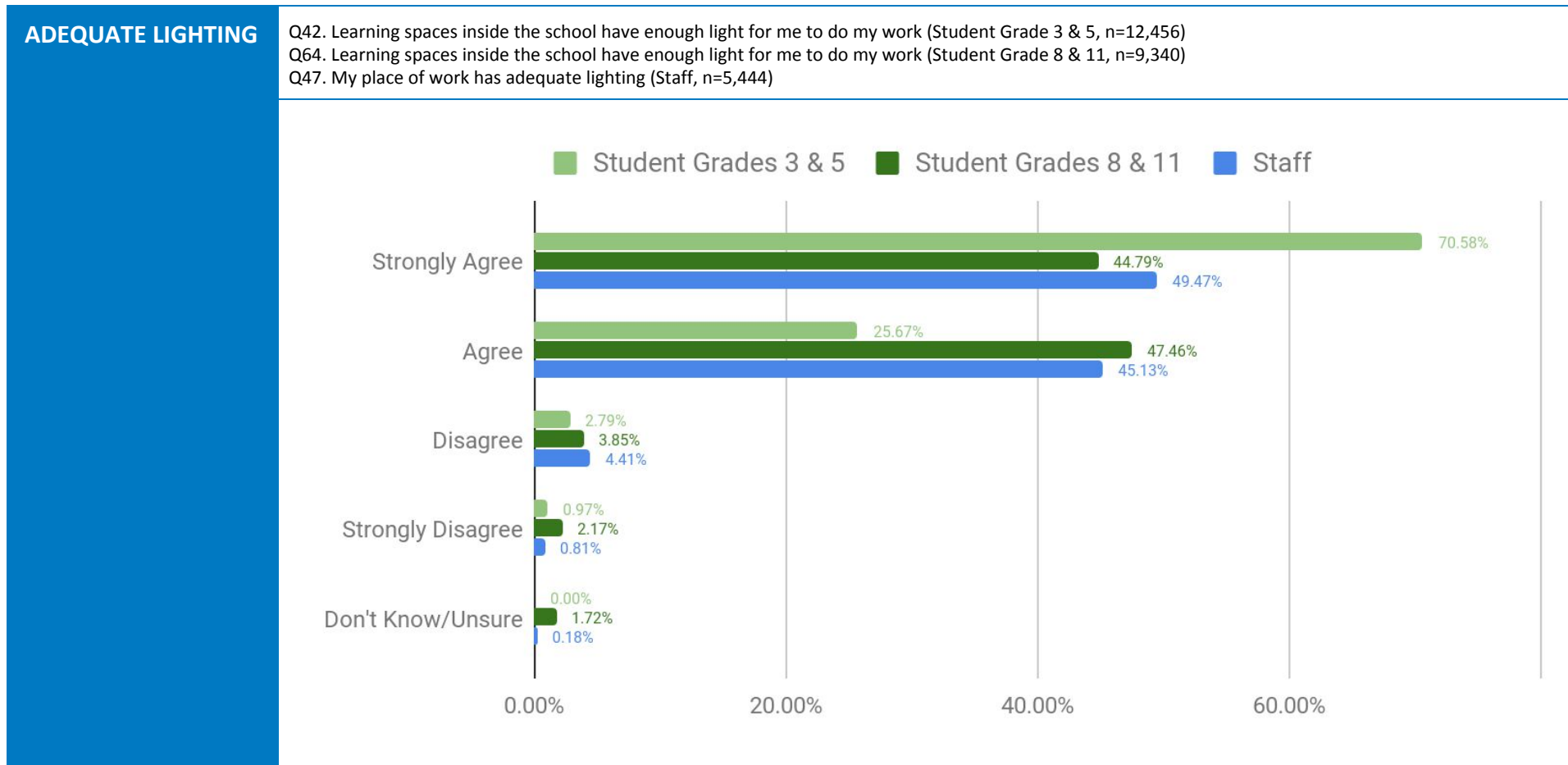
COMFORTABLE FURNITURE

Q41. Learning spaces inside the school have comfortable furniture (Student Grade 3 & 5, n=12,456)

Q63. Learning spaces inside the school have comfortable furniture (Student Grade 8 & 11, n=9,340)

Q46. My place of work has comfortable furniture (Staff, n=5,444)





Responses to Non-Comparable Questions by Audience

STAFF

QUESTION	SA	A	D	SD	DK
Q48. My place of work is free of clutter (n=5,444)	39.99%	50.51%	7.46%	1.34%	0.70%
	90.50%		8.80%		

THEME: ACCESS TO TECHNOLOGY**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
Q49. Technology in my place of work is well maintained (n=5,444)	42.62%	52.04%	3.71%	0.48%	1.16%
	94.65%		4.19%		
Q50. Technology in my place of work is reliable (n=5,444)	38.65%	54.59%	5.40%	0.77%	0.59%
	93.24%		6.17%		
Q51. Technology in my place of work is up to date/current (n=5,444)	39.47%	49.10%	7.84%	1.23%	2.35%
	88.57%		9.07%		
Q52. My school has access to technology to support teaching and learning (T&L Staff Only, n=4,338)	50.18%	46.17%	2.19%	0.44%	1.01%
	96.36%		2.63%		

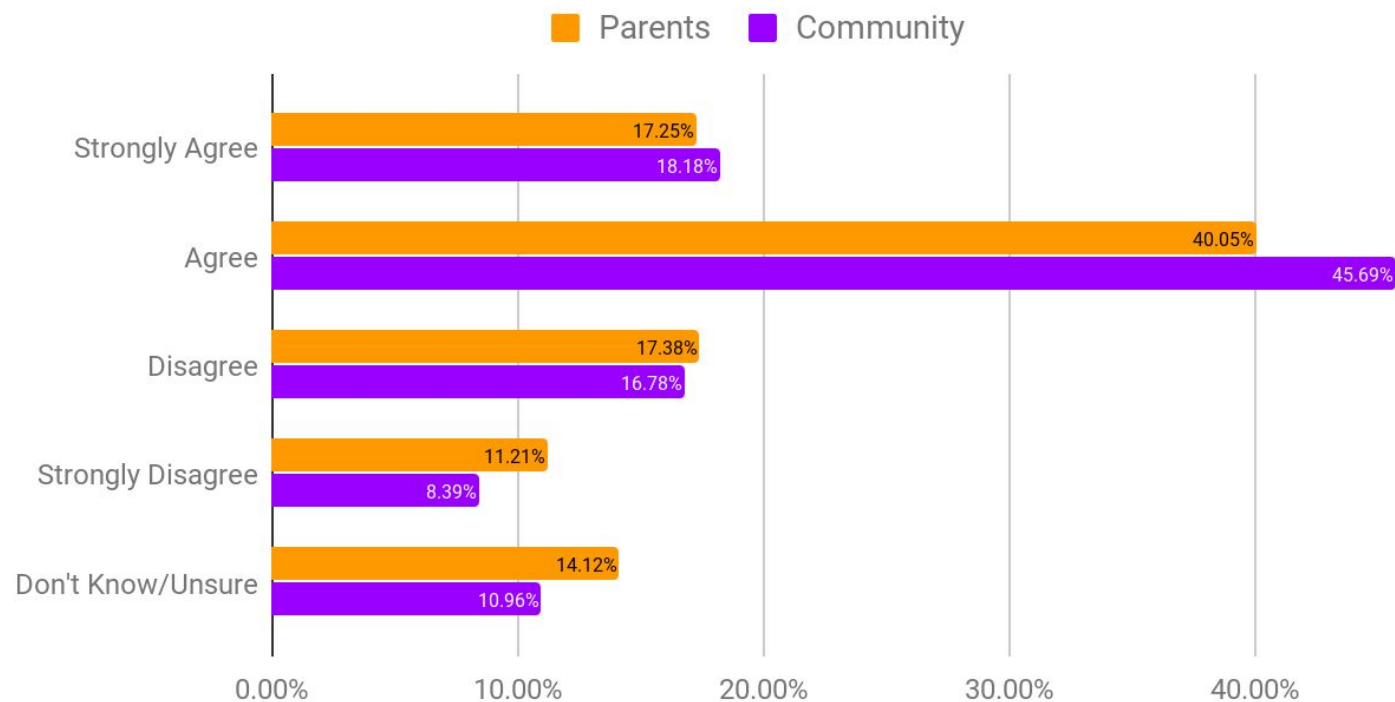
THEME: COMMUNITY ACCESS

Responses to Comparable Questions by Audience

APPROPRIATE
LOCATION OF
SCHOOLS

Q30. Schools in Edmonton Public Schools are appropriately located to meet K-12 student population demand (Parents, n=3,873)

Q10. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are appropriately located to meet K-12 student population demand (Community, n=429)



Responses to Non-Comparable Questions by Audience

COMMUNITY

QUESTION	SA	A	D	SD	DK
Q9. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are: Available to book for community activities (n=429)	16.78%	37.30%	8.62%	2.80%	34.50%
	54.08%		11.42%		
Q11. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are: Accessible by people with limited mobility (n=429)	24.24%	47.32%	10.02%	3.50%	14.92%
	71.56%		13.52%		
Q12. My organization has access to the school space required to support the services and programs we offer (CEO/Executive Director/Leader and Member of an Organization only, n=112)	53.57%	41.07%	0.89%	0.89%	3.57%
	94.64%		1.79%		

PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL THREE: Building Capacity Through a Culture of Collaboration and Distributed Leadership

OUTCOME: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership with a culture of collaboration.

THEME: CATCHMENT WORK

**No Comparable Questions by Audience*

Responses to Non-Comparable Questions by Audience**STAFF**

QUESTION	MULTIPLE RESPONSE - one or more options selected per response
<i>Q53. Based on your experience, catchment work has improved collaboration among: (select all that apply) (All Staff except Custodial, n=5,365)</i>	
District leadership	22.39%
District principals	37.67%
Grade level teachers	51.93%
Subject area teachers	40.78%
Support Staff	21.79%
Across divisions	21.66%
Don't Know / Unsure	22.01%

THEME: BUILDING CAPACITY**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
Q56. I have the knowledge and skills to program for/support students in need of specialized supports and services (T&L Staff Only, n=4,338)	31.07%	51.34%	13.28%	1.43%	2.88%
	82.41%		14.71%		
Q57. I have the knowledge and skills to program for/support students who are English Language Learners (ELL) (T&L Staff Only, n=4,338)	22.15%	51.34%	19.76%	2.51%	4.24%
	73.49%		22.27%		
Q58. I have the knowledge and skills to program for/support students who are First Nations, Métis, or Inuit (FNMI) (T&L Staff Only, n=4,338)	19.76%	51.89%	18.74%	2.21%	7.40%
	71.65%		20.95%		

THEME: PROFESSIONAL DEVELOPMENT AND GROWTH

* No Comparable Questions by Audience

Responses to Non-Comparable Questions by Audience

STAFF

QUESTION	SA	A	D	SD	DK
Q61. Edmonton Public Schools supports employee professional development and growth (n=5,444)	44.60%	49.41%	3.77%	0.94%	1.29%
	94.01%		4.70%		
Q62. I use self-reflection to guide my professional growth (n=5,444)	52.94%	44.05%	1.34%	0.17%	1.51%
	96.99%		1.51%		
To what extent do you agree or disagree that the following professional learning opportunities are effective in enhancing your professional growth?*					
Q63. Catchment level professional learning opportunities (n=5,071)	24.26%	50.05%	13.92%	4.59%	7.18%
	74.30%		18.52%		
Q64. School-based professional learning opportunities(n=5,107)	35.72%	52.28%	7.01%	1.41%	3.58%
	88.00%		8.42%		
Q65. Formalized coaching and mentoring (n=4,804)	31.31%	49.38%	8.47%	1.71%	9.14%
	80.68%		10.18%		
Q66. Opportunity to participate in District summer learning opportunities (n=4,419)	25.39%	45.39%	7.17%	1.79%	20.25%
	70.79%		8.96%		
Q67. Self-directed professional learning opportunities (n=5,197)	41.72%	48.28%	2.98%	0.67%	6.35%
	89.99%		3.66%		

*Note: Respondents who selected N/A were not counted in the responses.

THEME: CAREER DEVELOPMENT**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
To what extent do you agree or disagree with the following statements? (n=5,444)					
Q69. Career development opportunities are available to me within the District	29.89%	55.38%	6.28%	1.36%	7.09%
	85.27%		7.64%		
Q70. I am supported in the navigation of my career path	28.14%	49.94%	9.79%	1.54%	10.58%
	78.09%		11.33%		
Q71. The internal job competition process within the District is transparent	19.45%	45.68%	13.91%	4.34%	16.62%
	65.14%		18.24%		
Q72. There are opportunities to experience internal mobility in the District	24.36%	53.07%	5.38%	2.06%	15.14%
	77.42%		7.44%		

THEME: LEADERSHIP DEVELOPMENT**No Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
To what extent do you agree or disagree with the following statements? (n=5,444)					
Q74. I can access professional learning to help me develop my leadership skills	31.47%	50.77%	4.50%	0.75%	12.51%
	82.24%		5.25%		
Q75. The leadership development opportunities I have experienced in the District have helped me become a better leader	24.52%	41.37%	6.04%	1.05%	27.02%
	65.89%		7.09%		
Q76. I have opportunities to use my leadership skills in the District	24.06%	46.05%	7.71%	1.45%	20.72%
	70.11%		9.17%		

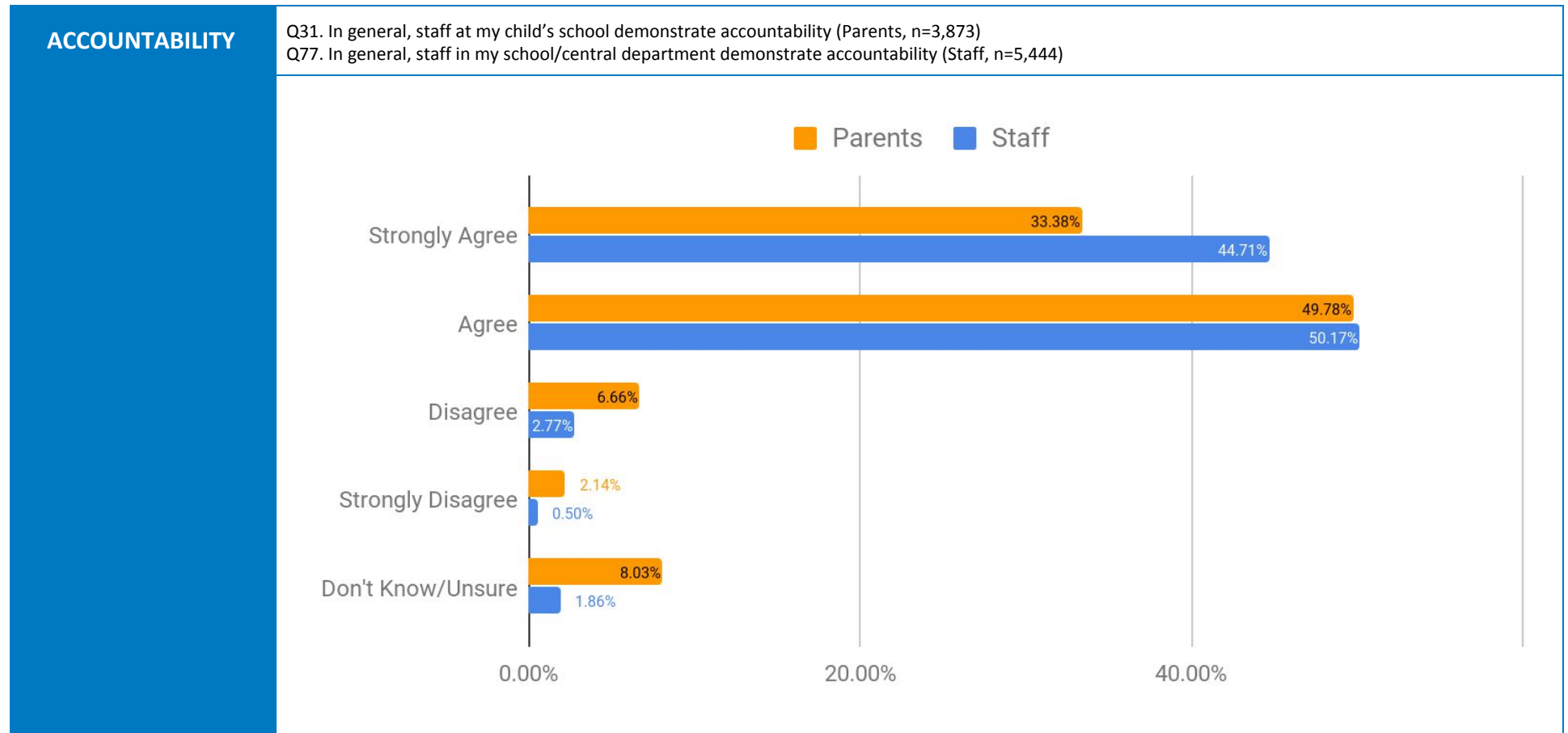
PRIORITY 2: Provide welcoming, high quality learning and working environments.

GOAL FOUR: A Culture of Excellence and Accountability

OUTCOME: The District is grounded in effective, efficient, equitable and evidence-based practices.

THEME: CORNERSTONE VALUES

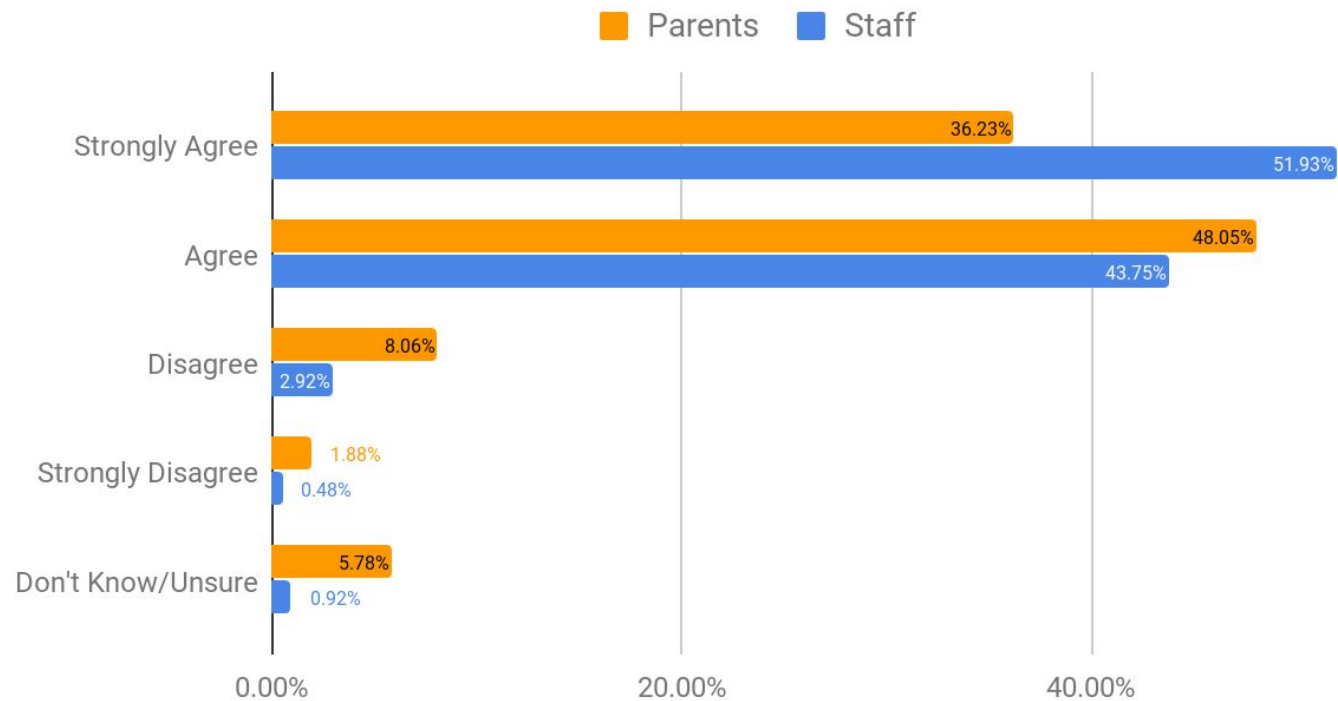
Responses to Comparable Questions by Audience



COLLABORATION

Q33. In general, staff at my child's school demonstrate collaboration with parents/guardians (Parents, n=3,873)

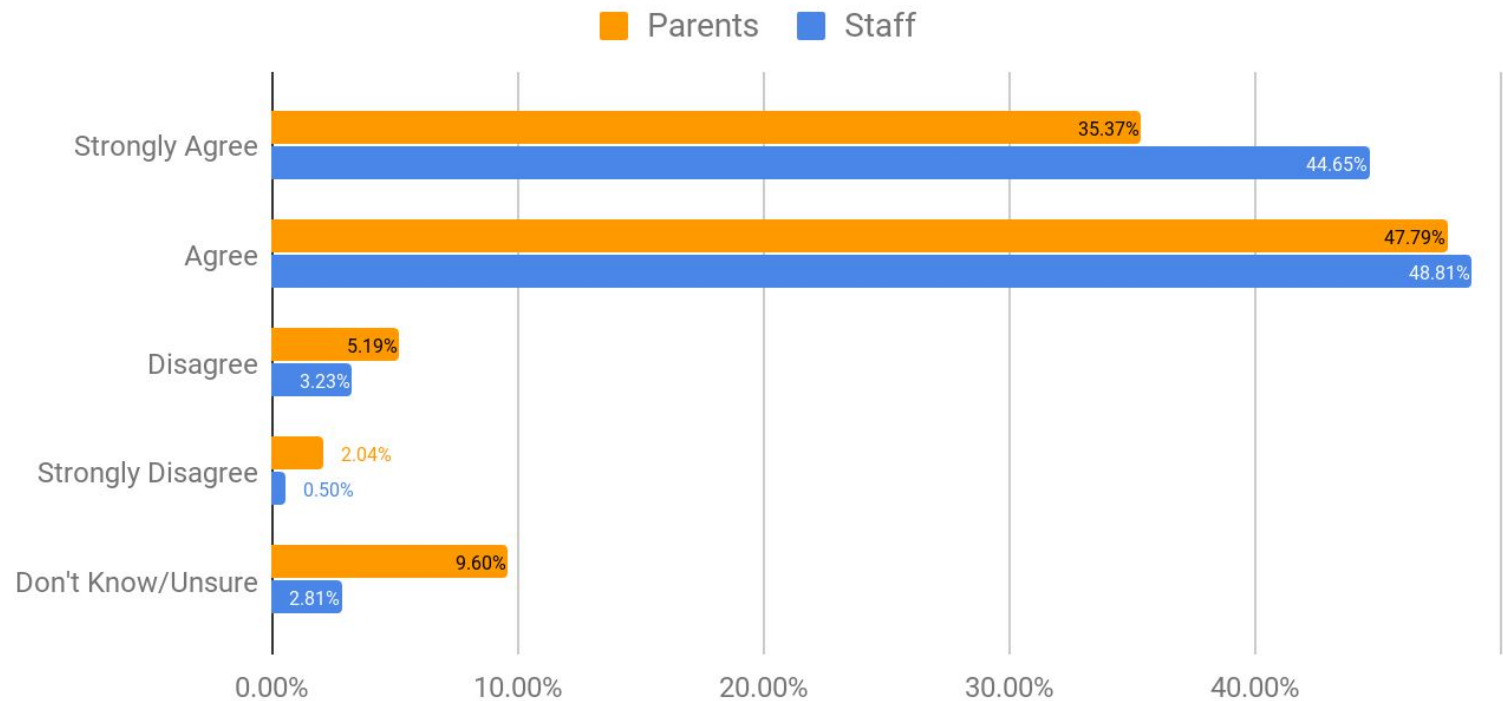
Q79. In general, staff in my school/central department demonstrate collaboration (Staff, n=5,444)



EQUITY

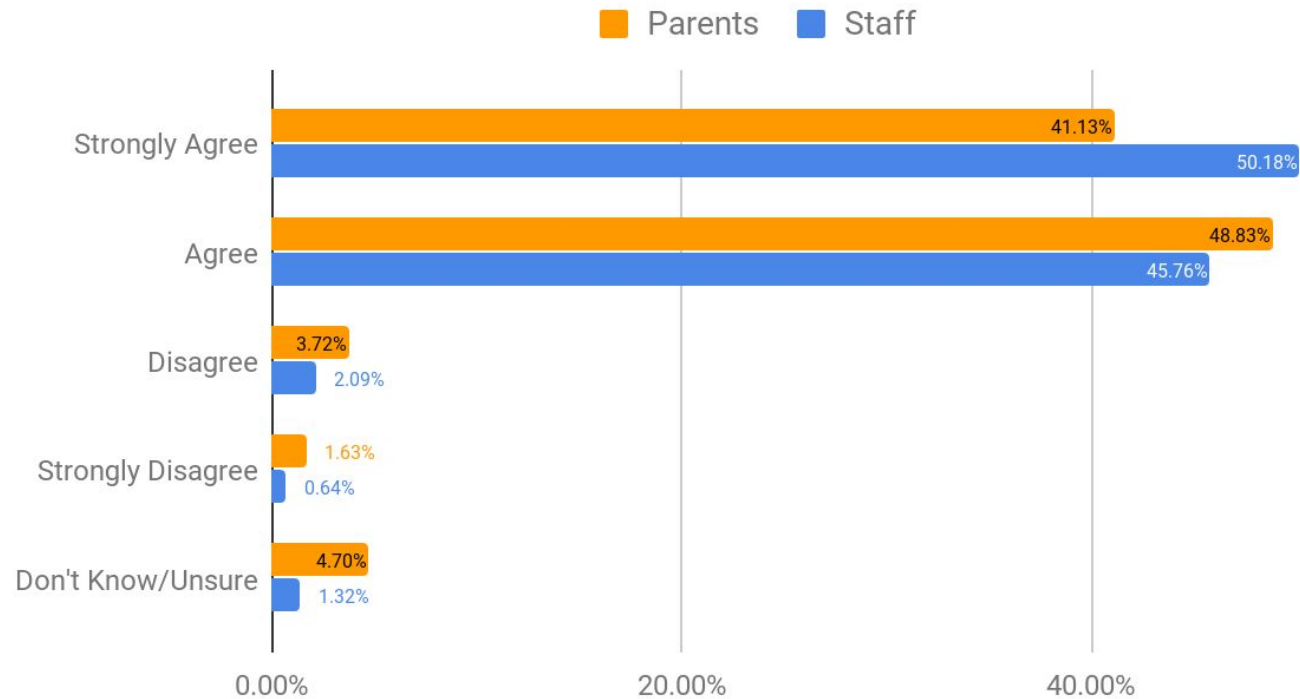
Q35. In general, staff at my child's school demonstrate equity (Parents, n=3,873)

Q83. In general, staff in my school/central department demonstrate equity (Staff, n=5,444)



INTEGRITY

Q37. In general, staff at my child's school demonstrate integrity (Parents, n=3,873)
Q85. In general, staff in my school/central department demonstrate integrity (Staff, n=5,444)



Responses to Non-Comparable Questions by Audience

STAFF

QUESTION	SA	A	D	SD	DK
Q81. In general, staff at my school or central department demonstrate collaboration with other schools or central departments (n=5,444)	39.40%	51.32%	4.17%	0.48%	4.63%
	90.72%		4.65%		

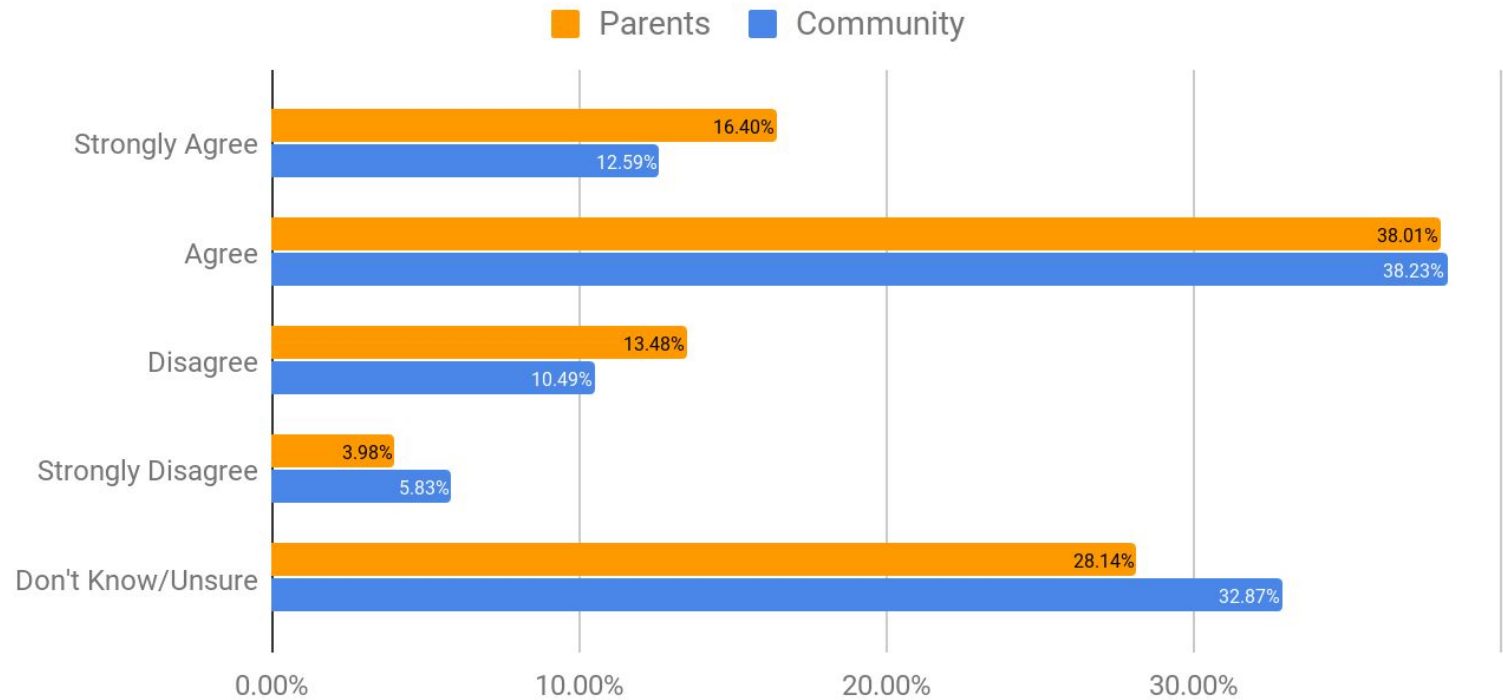
THEME: ACCOUNTABILITY AND EXCELLENCE

Responses to Comparable Questions by Audience

TRANSPARENT USE OF RESOURCES

Q39. Edmonton Public Schools is transparent in how it uses its resources (Parents, n=3,873)

Q13. Edmonton Public Schools is transparent in how it uses its resource (Community, n=429)



Responses to Non-Comparable Questions by Audience

PARENTS

QUESTION	SA	A	D	SD	DK
Q40. There are adequate supports in place at my child’s school to help them be successful in their education (n=3873)	28.94%	48.64%	11.31%	3.54%	7.57%
	77.59%		14.85%		

COMMUNITY

QUESTION	SA	A	D	SD	DK
Q15. Edmonton Public Schools' financial information is easily accessible (n=429)	8.39%	26.81%	11.89%	4.90%	48.02%
	35.20%		16.78%		

STAFF

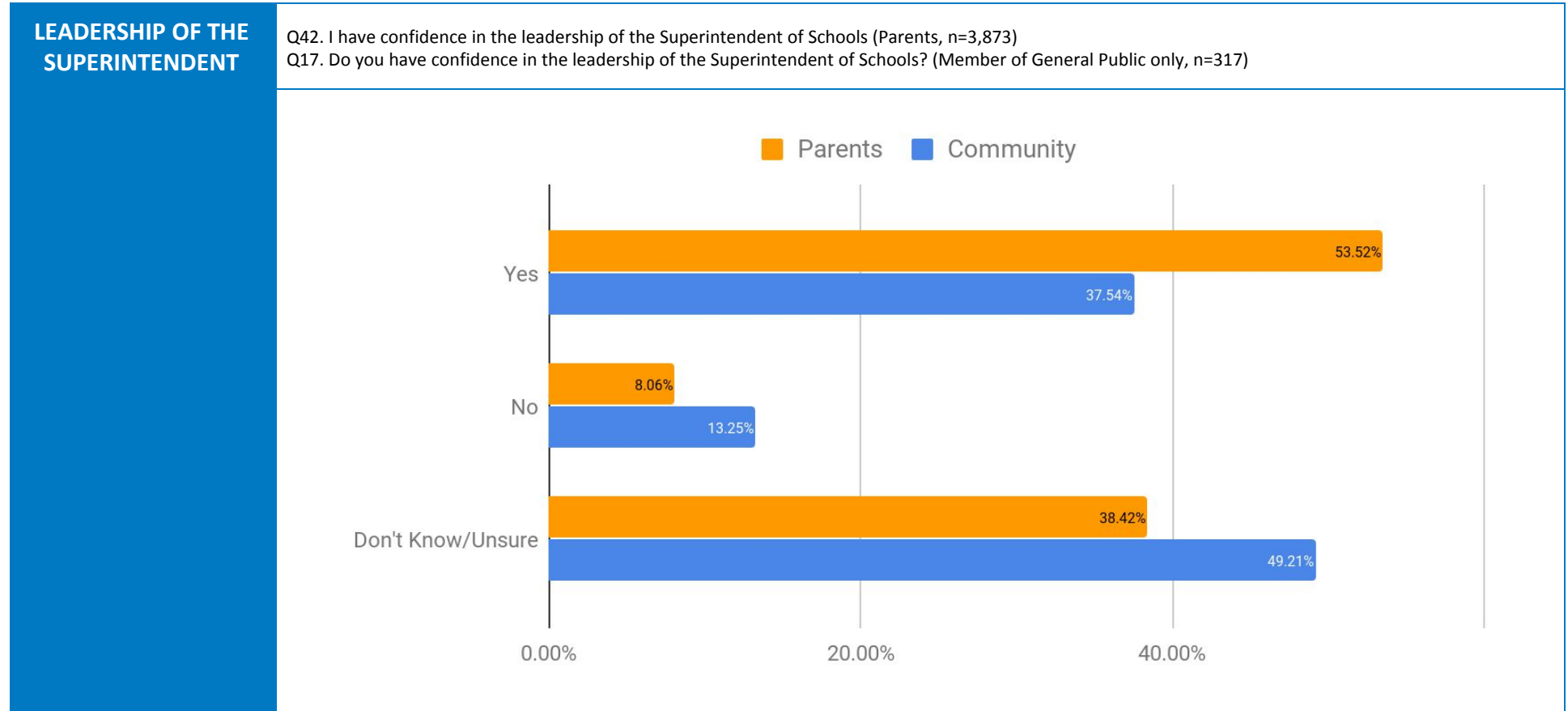
QUESTION	SA	A	D	SD	DK
Q87. I have the resources and supports I need to do my job effectively (n=5,444)	36.04%	53.01%	8.95%	1.25%	0.75%
	89.05%		10.19%		
Q88. My school or central department operates as efficiently as possible within its allocated resources (n=5,444)	39.42%	49.39%	4.63%	0.55%	6.01%
	88.81%		5.18%		
Q89. There is alignment between school, catchment and central work (n=5,279) <i>*Note: Respondents who selected N/A were not counted in the responses.</i>	18.32%	53.76%	7.18%	1.19%	19.55%
	72.08%		8.37%		
Q90. My school or central department uses research and evidence to inform school or central department planning and decision making (n=5,444)	37.05%	47.30%	2.77%	0.62%	12.25%
	84.35%		3.40%		
Q91. Edmonton Public Schools operates as efficiently as possible within its allocated resources (n=5,444)	27.35%	51.34%	6.50%	0.88%	13.92%
	78.69%		7.38%		
Q92. Edmonton Public Schools uses research and evidence to inform District planning and decision making (n=5,444)	30.75%	49.85%	2.31%	0.55%	16.53%
	80.60%		2.87%		
Q93. Edmonton Public Schools demonstrates transparency in its planning and decision making (n=5,444)	26.52%	51.86%	5.79%	1.34%	14.49%
	78.38%		7.13%		

THEME: STAFF ENGAGEMENT**No to Comparable Questions by Audience***Responses to Non-Comparable Questions by Audience****STAFF**

QUESTION	SA	A	D	SD	DK
Q94. Edmonton Public Schools is a great place to work (n=5,444)	52.15%	43.98%	2.00%	0.24%	1.63%
	96.12%		2.24%		
Q97. There is open and honest communication between myself and my direct supervisor(s, n=5,444)	56.08%	33.54%	6.06%	2.39%	1.93%
	89.62%		8.45%		
Q98. There is open and honest communication between myself and my colleagues (n=5,444)	55.05%	40.32%	3.32%	0.55%	0.75%
	95.37%		3.88%		
Q99. My work responsibilities are fair and reasonable (n=5,444)	36.81%	51.38%	8.47%	1.34%	2.00%
	88.19%		9.81%		
Q101. My work is valued (n=5,444)	46.80%	43.19%	5.25%	1.62%	3.14%
	89.99%		6.87%		
Q102. I have opportunities to provide input into decisions that affect my work (n=5,444)	41.97%	47.72%	7.15%	1.62%	1.54%
	89.70%		8.76%		
		YES		NO	
Q103. I am aware of the goals outlined in my school or central department plan (n=5,444)	92.93%		7.07%		
Q104. I have had opportunities to provide input into my school or central department plan (n=5,444)	81.69%		18.31%		
Q105. I am aware of what my school/central department is doing to achieve the goals in my school or central department plan (n=5,444)	89.11%		10.89%		
Q106. I understand how my work contributes to my school or central department plan (n=5,444)	92.08%		7.92%		

THEME: DISTRICT LEADERSHIP

Responses to Comparable Questions by Audience



Responses to Non-Comparable Questions by Audience

PARENTS

QUESTION	SA	A	D	SD	DK
Q41. I have confidence in the leadership of my child's principal (n=3,873)	43.02%	35.35%	6.27%	5.29%	10.07%
	78.36%		11.57%		

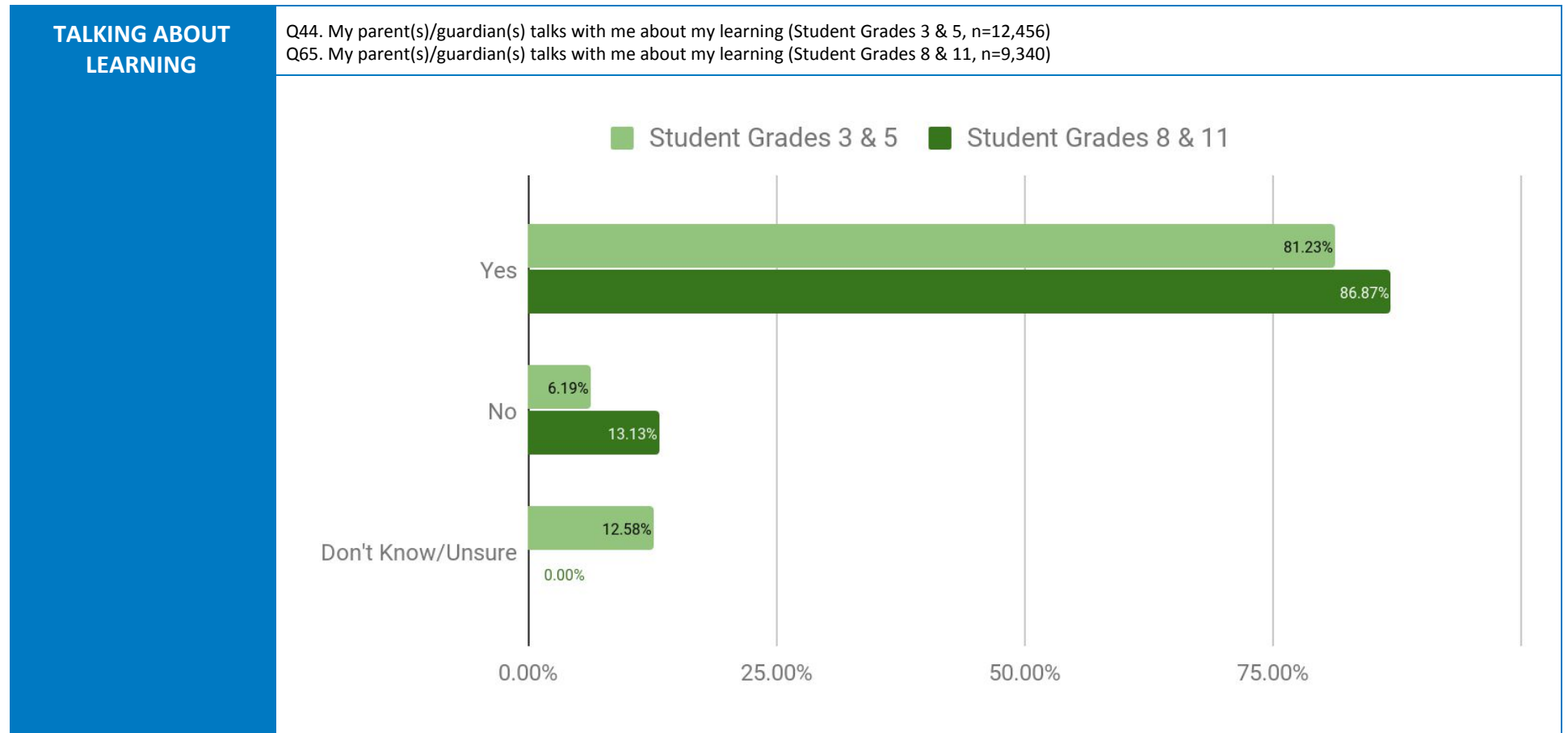
PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL ONE: Parents as partners

OUTCOME: Parents are provided opportunities to be involved in their child's education.

THEME: PARENTAL ENGAGEMENT AND INVOLVEMENT

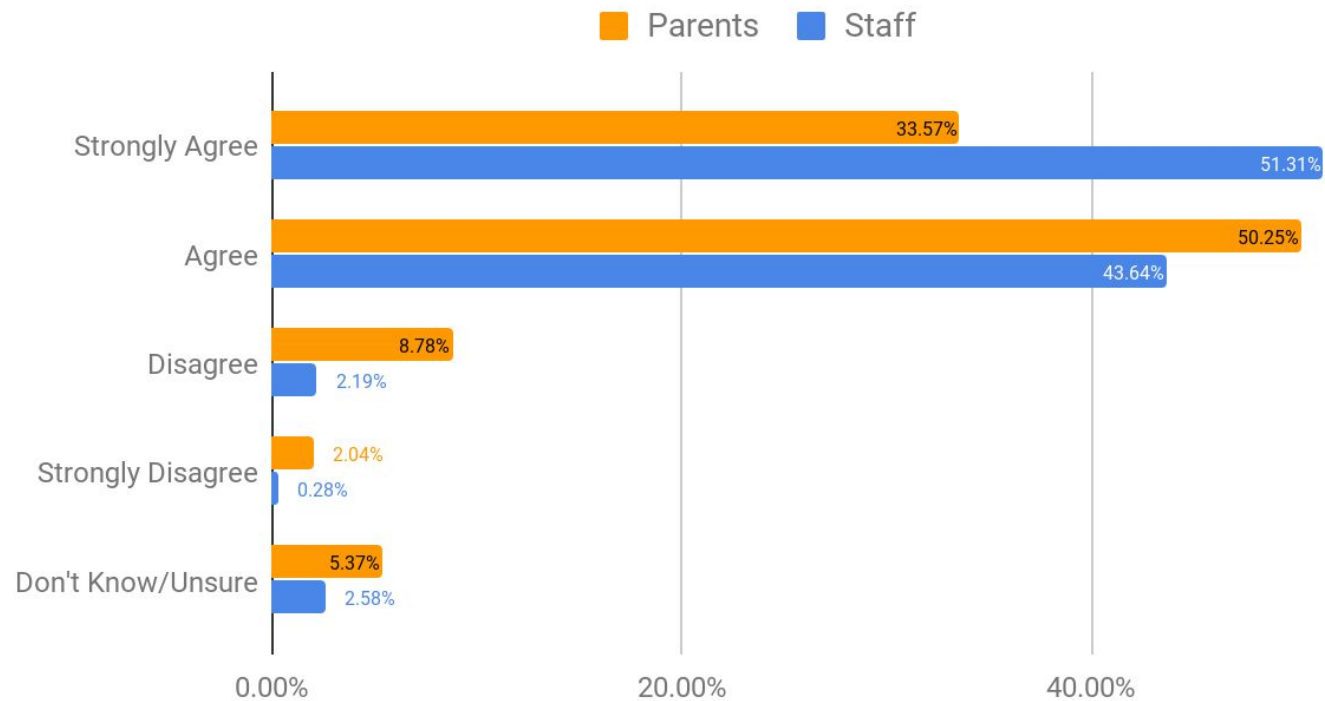
Responses to Comparable Questions by Audience



OPPORTUNITIES TO BE INVOLVED

Q43. I am aware of opportunities to be involved in my child's education (Parents, n=3,873)

Q107. My school offers parent(s)/guardian(s) multiple ways to be involved in their child's education (T&L Staff Only, n=4,338)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 3 & 5

QUESTION	YES	NO	UNSURE
Q43. I get help from my parent(s)/guardian(s) with my school work (n=12,456)	81.53%	9.82%	8.65%

PARENTS

QUESTION	SA	A	D	SD	DK
Q45. The information I receive about my child's learning at school helps me to support my child (n=3,873)	35.24%	46.89%	11.93%	3.05%	2.89%
Q44. This year I have had the opportunity to be involved in my child's education by: (Select all that apply, n=3,873)	82.13%				
	14.98%				
	2.89%				
Monitoring homework	75.08%				
Volunteering in my child's classroom and/or school	47.22%				
Attending school events	71.62%				
Attending school-parent/guardian council meetings	37.85%				
Attending parent/guardian-teacher conferences	77.43%				
Other (Please explain)	9.14%				
Q47. Do you feel part of a team with the teacher and other staff working on the Individualized Program Plan (IPP) with your child? (Parents indicating their child has an IPP only, n=612)	YES	NO	UNSURE		
	72.39%	27.61%	0.00%		

THEME: HOME/SCHOOL COMMUNICATION**Responses to Non-Comparable Questions by Audience****PARENTS**

QUESTION	SA	A	D	SD	DK
Q48. I have adequate opportunities to communicate with my child's teacher(s) (n=3,873)	40.80%	46.58%	8.08%	2.22%	2.32%
	87.37%		10.30%		
Q50. I am comfortable contacting my child's school about an issue or concern with my child’s educational experience (n=3,873)	49.42%	39.09%	6.53%	2.66%	2.30%
	88.51%		9.19%		
Q51. My child's academic progress is communicated to me in an ongoing and timely manner (n=3,873)	31.55%	50.19%	12.91%	3.54%	1.81%
	81.75%		16.45%		
Q52. How do you prefer to get information about your child's learning? (Select all that apply, n=3,873)	MULTIPLE RESPONSE - one or more options selected per response				
Progress reports	88.17%				
Interim reports	60.86%				
Parent/guardian-teacher conferences	74.62%				
IPP conferences	12.91%				
Home communication book/notes	54.89%				
Emails with teacher(s)	71.83%				
Phone calls with teacher(s)	26.21%				
Other (Please explain)	11.77%				

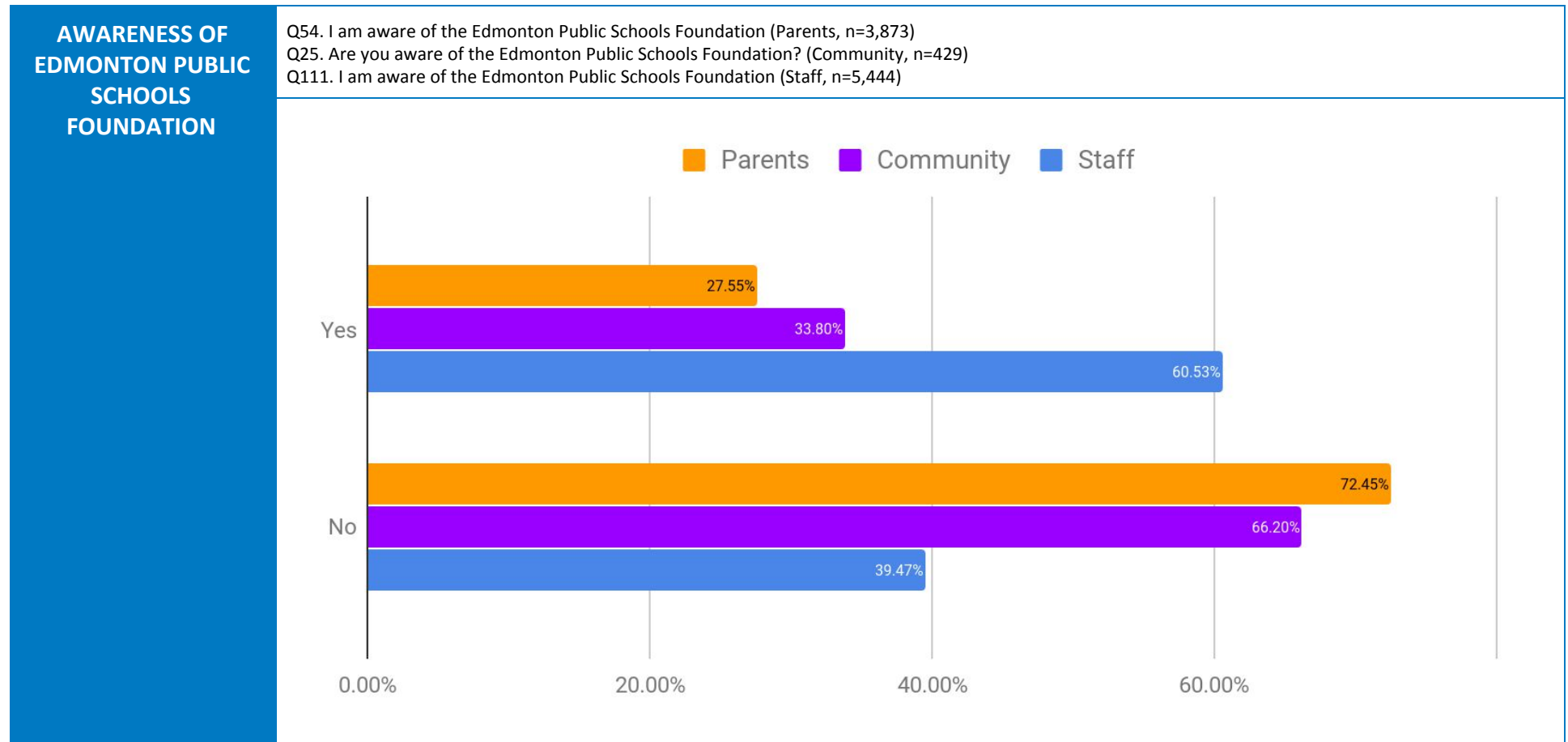
PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL TWO: Supports for the whole child

OUTCOME: Community partnerships are established to provide supports and services to foster growth and success of students and families.

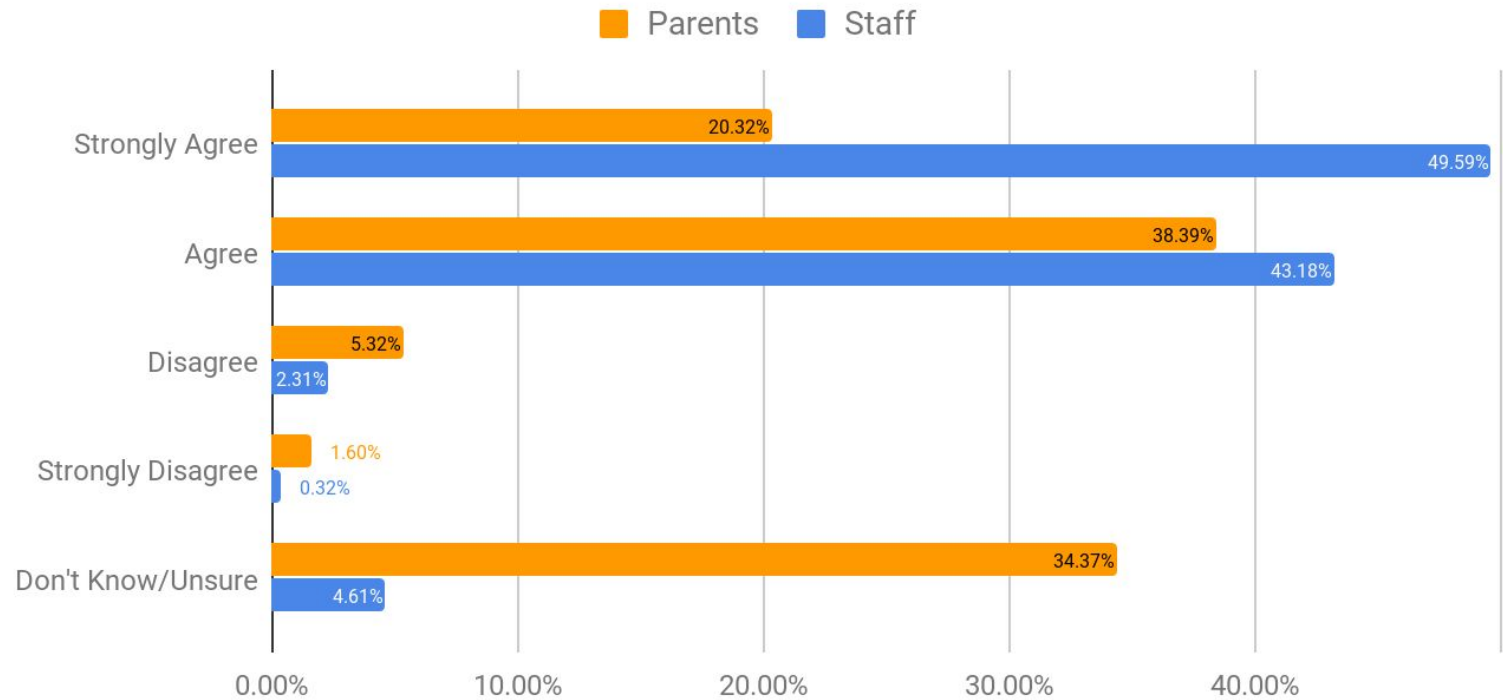
THEME: PARTNERSHIPS

Responses to Comparable Questions by Audience



**PARTNERSHIPS FOR
STUDENT SUCCESS**

Q53. My child's school has community partnerships that support student success (Parents, n=3,873)
Q108. My school has partnerships that support student success (T&L Staff Only, n=4,338)



Responses to Non-Comparable Questions by Audience

COMMUNITY

QUESTION	SA	A	D	SD	DK
Q18. I have a positive working relationship with the staff at this school (Member of an Organization only, n=96)	66.67%	25.00%	5.21%	0.00%	3.13%
	91.67%		5.21%		
Q19. There are effective decision making processes between myself and school staff (Member of an Organization only, n=96)	51.04%	34.38%	9.38%	0.00%	5.21%
	85.42%		9.38%		
Q20. There is effective communication between myself and school staff (Member of an Organization only, n=96)	57.29%	32.29%	8.33%	0.00%	2.08%
	89.58%		8.33%		
Q22. My organization has a positive working relationship with Edmonton Public Schools (CEO/Executive Director/Leader of an Organization only, n=16)	81.25%	18.75%	0.00%	0.00%	0.00%
	100.00%		0.00%		
Q23. It is easy for my organization to connect with individuals/departments in Edmonton Public Schools (CEO/Executive Director/Leader of an Organization only, n=16)	37.50%	50.00%	12.50%	0.00%	0.00%
	87.50%		12.50%		

STAFF

QUESTION	SA	A	D	SD	DK
Q109. My school has partnerships that provide access to supports and services for students with challenging circumstances (T&L Staff Only, n=4,338)	47.28%	42.58%	4.40%	0.95%	4.79%
	89.86%		5.35%		
Q110. Edmonton Public Schools has partnerships that support student success (n=5,444)	39.40%	52.17%	2.02%	0.31%	6.10%
	91.57%		2.33%		

PRIORITY 3: Enhance public education through communication, engagement and partnerships.

GOAL THREE: Engaged and effective governance

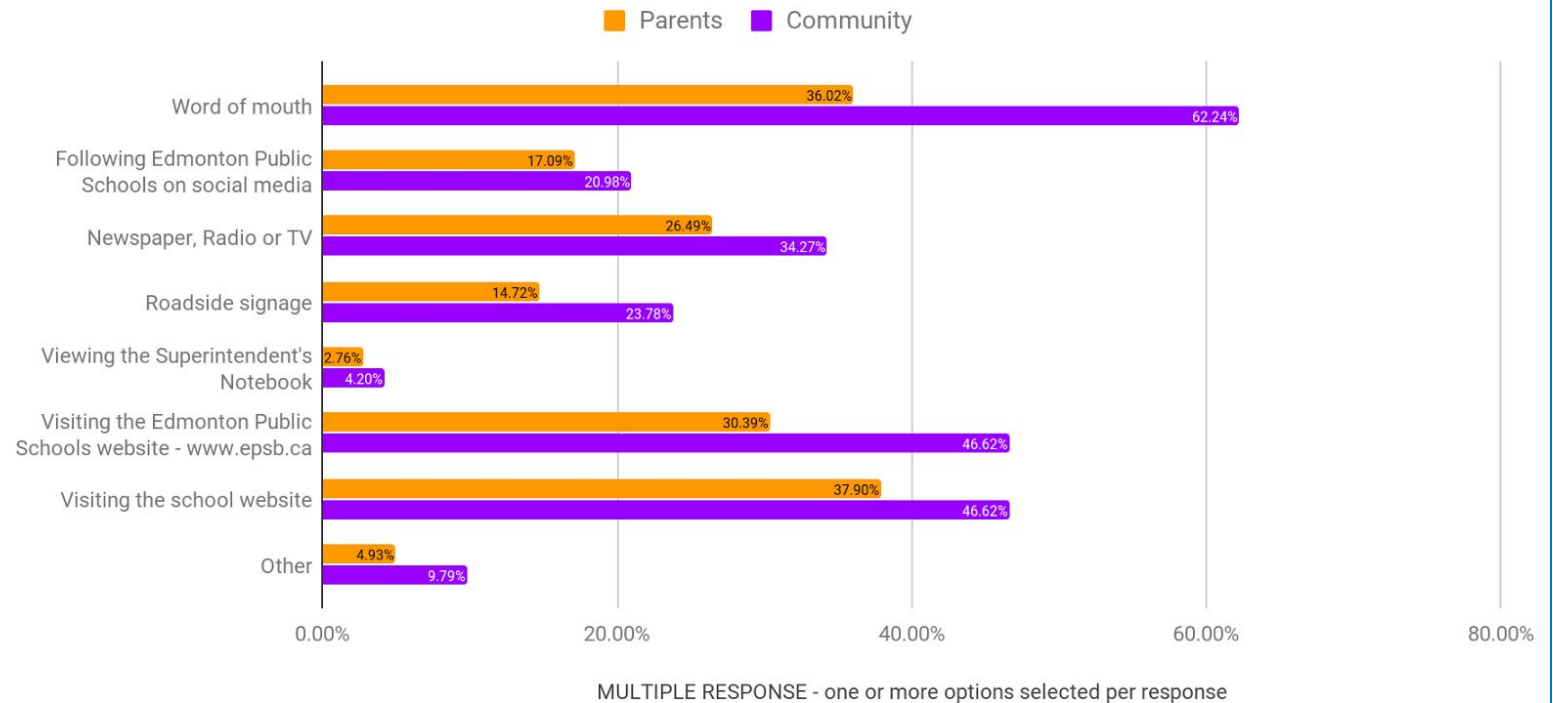
OUTCOME: The District is committed to ongoing communication, participation and engagement that enhances public education.

THEME: DISTRICT COMMUNICATION

Responses to Comparable Questions by Audience

BEING INFORMED ABOUT EPSB

Q55. Select the ways you keep informed about Edmonton Public Schools (Select all that apply) (Parents, n=3,873)
Q26. Select the ways you find information about Edmonton Public Schools (Select all that apply) (Community, n=429)



Responses to Non-Comparable Questions by Audience

PARENTS

QUESTION	MULTIPLE RESPONSE - one or more options selected per response
Q55. Select the ways you keep informed about Edmonton Public Schools (Select all that apply, n=3,873)* *Note - These are options in Q55 that were not presented in Q26 for community and therefore can not be compared in the graph above.	
Conversations with your child	83.01%
Speaking with other parent(s)/guardian(s)	62.77%
Emails from your child's teacher(s)	48.59%
SchoolZone	92.43%

COMMUNITY

QUESTION	MULTIPLE RESPONSE - one or more options selected per response
Q26. Select the ways you find information about Edmonton Public Schools: (Select all that apply)? (n=429)* *Note - This option in Q26 was not presented in Q55 for parents and therefore can not be compared in the graph above.	
Conversations with current Edmonton Public Schools' staff, students or their families	73.66%

QUESTION	SA	A	D	SD	DK
Q50. Edmonton Public Schools uses feedback from parents/guardians, students, and the broader community to improve services to students and communities (n=429)	16.08%	42.19%	12.59%	6.06%	23.08%
	58.28%		18.65%		

THEME: COMMUNITY INVOLVEMENT**Responses to Non-Comparable Questions by Audience****PARENTS**

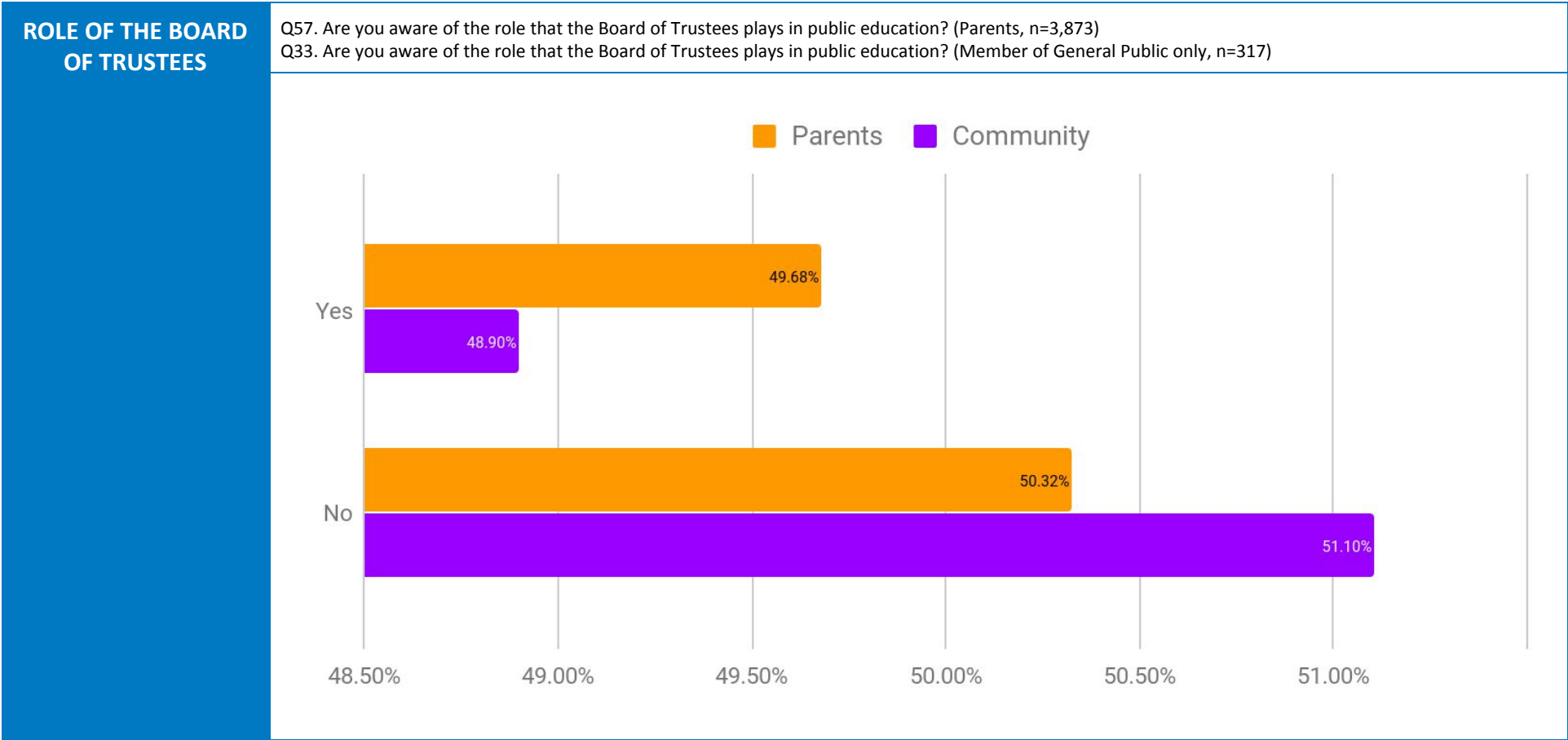
QUESTION	SA	A	D	SD	DK
Q56. Staff in my child's school build trusting positive relationships within the school community (n=3,873)	33.80%	46.27%	4.26%	1.60%	14.07%
	80.07%		5.86%		

COMMUNITY

QUESTION	SA	A	D	SD	DK
Q27. Based on your experience and knowledge of Edmonton Public Schools, to what extent do you agree or disagree that our schools are: (n=429)					
Perceived positively by the community	24.01%	60.84%	8.16%	2.80%	4.20%
	84.85%		10.96%		
Actively involved in the community	24.01%	46.15%	15.85%	3.03%	10.96%
	70.16%		18.88%		
Q29. Based on your experience and knowledge of your neighbourhood school’s principal, to what extent do you agree or disagree that the principal is: (Member of General Public only, n=317)					
A leader in the community	16.09%	27.76%	16.40%	5.99%	33.75%
	43.85%		22.40%		

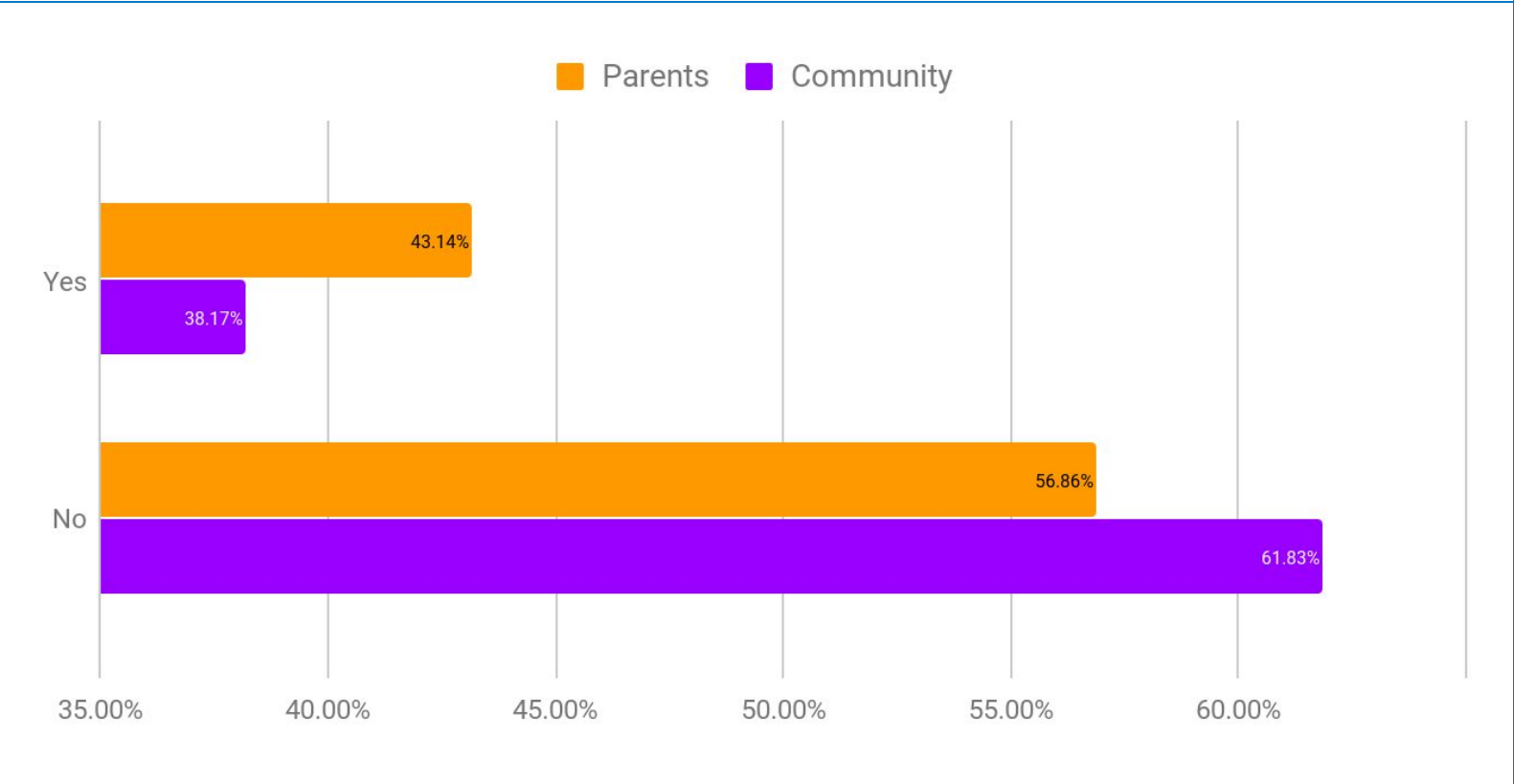
THEME: GENERATIVE GOVERNANCE

Responses to Comparable Questions by Audience



KNOWLEDGE OF
SCHOOL TRUSTEE

Q58. Do you know who the Edmonton Public School Trustee is for your child's school? (Parents, n=3,873)
Q34. Do you know who the Trustee is for the Edmonton Public School closest to where you currently live? (Member of General Public only, n=317)

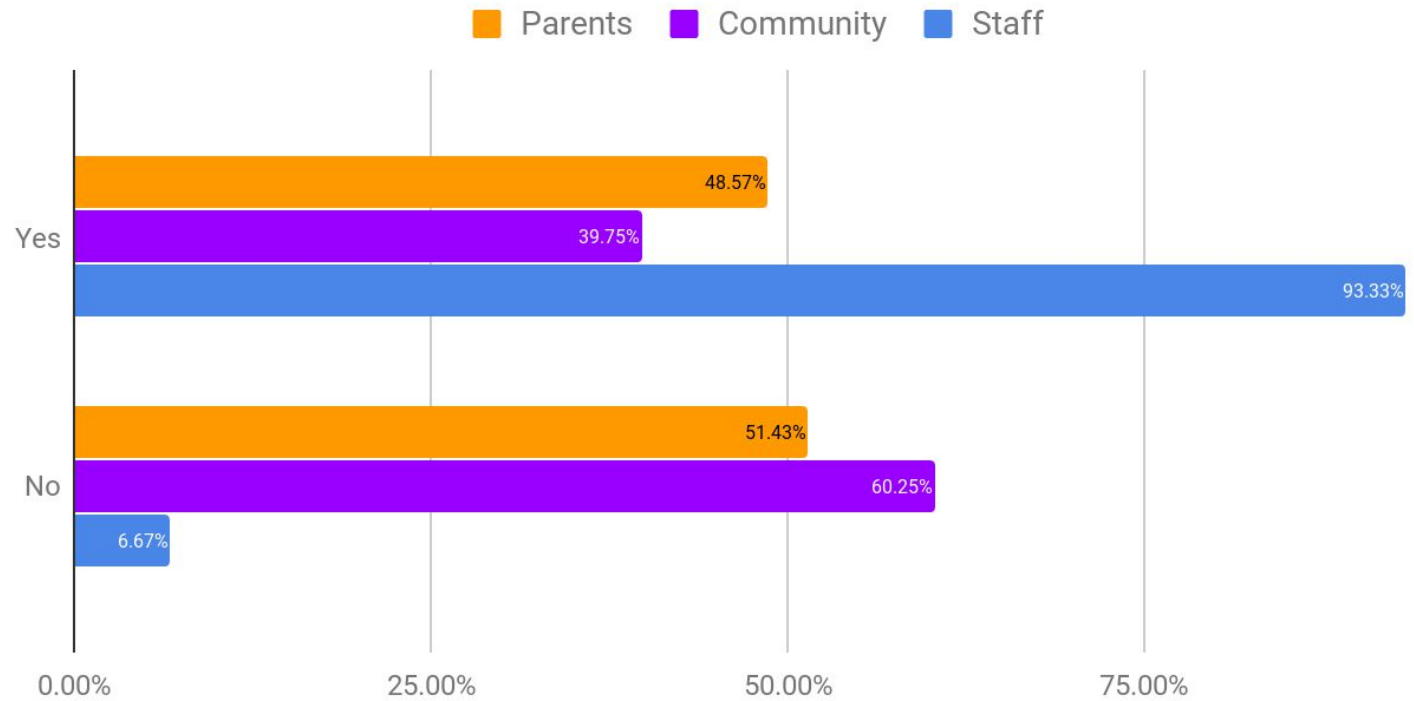


**AWARENESS OF EPSB
STRATEGIC PLAN**

Q64. I am aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan (Parents, n=3,873)

Q35. Are you aware of the Priorities and Goals outlined in Edmonton Public Schools' Strategic Plan? (Member of General Public only, n=317)

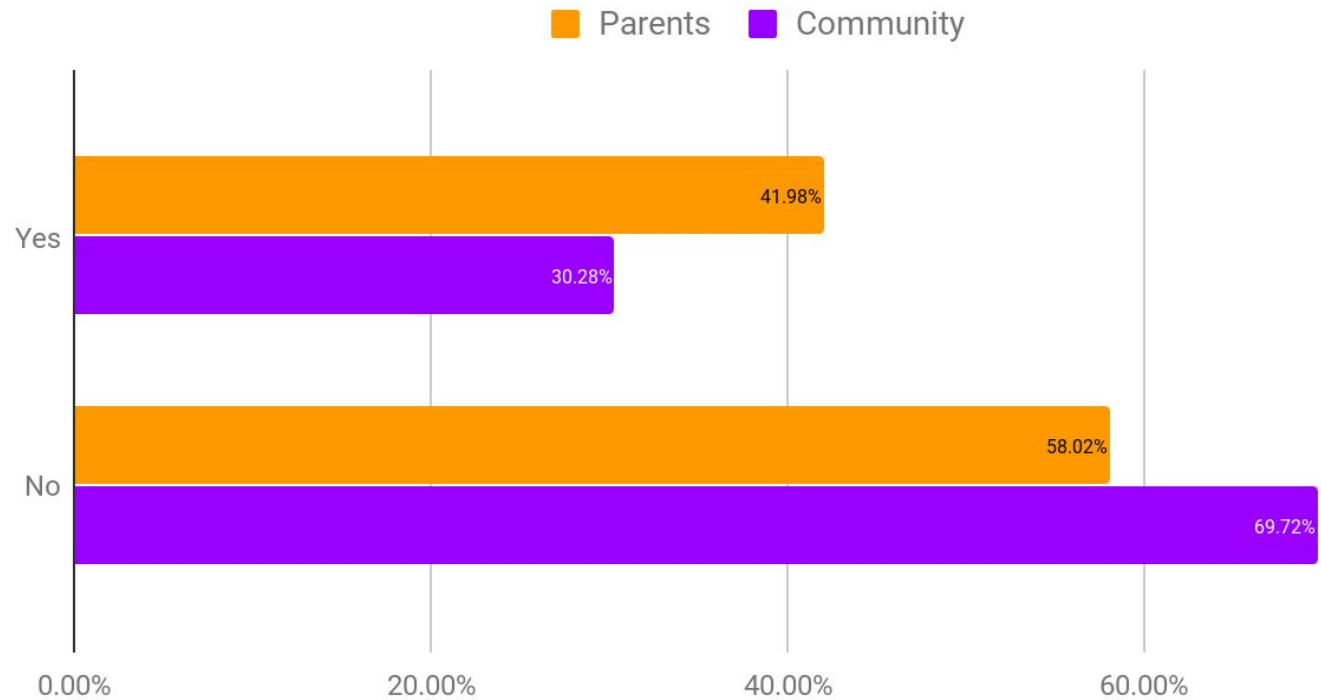
Q113. I am aware of the Priorities and Goals outlined in the District Strategic Plan (Staff, n=5,444)



**AWARENESS OF EPSB
STRATEGIES IN
SUPPORT OF THE
STRATEGIC PLAN**

Q65. I am aware of what Edmonton Public Schools is doing to achieve the goals in its Strategic Plan (Parents, n=3,873)

Q36. Are you aware of what Edmonton Public Schools is doing to achieve the goals in its Strategic Plan? (Member of General Public only, n=317)



Responses to Non-Comparable Questions by Audience

STUDENT GRADES 8 & 11

QUESTION	YES	NO
Q66. I am aware of the role of the Student Senate (n=9,340)	45.27%	54.73%
Q67. I am aware of how to bring forward an idea/issue to my Student Senate representative (n=9,340)	40.39%	59.61%

STAFF

QUESTION	YES	NO
Q112. I am aware of the District's Vision and Mission (n=5,444)	96.75%	3.25%
Q114. I am aware of how my work contributes to the achievement of the goals and outcomes of the District Strategic Plan (n=5,444)	94.01%	5.99%

QUESTION	SA	A	D	SD	DK
Decisions made by the following support the success and well being of students: (n=5,444)					
Q115. My direct supervisor	58.96%	34.55%	2.70%	1.21%	2.57%
	93.52%		3.91%		
Q116. Superintendent of Schools	47.69%	45.32%	1.63%	0.42%	4.94%
	93.00%		2.06%		
Q117. Board of Trustees	29.10%	54.59%	3.05%	0.59%	12.67%
	83.69%		3.64%		
Decisions made by the following support the success and well being of staff: (n=5,444)					
Q118. My direct supervisor	53.14%	36.70%	4.90%	2.35%	2.90%
	89.84%		7.26%		
Q119. Superintendent of Schools	36.59%	51.63%	3.75%	0.94%	7.09%
	88.23%		4.68%		
Q120. Board of Trustees	23.09%	53.58%	5.73%	1.14%	16.46%
	76.67%		6.87%		

COMMUNITY

QUESTION	MULTIPLE RESPONSE - one or more options selected per response
Q32. Select the ways you would prefer to give feedback to Edmonton Public Schools: (Select all that apply, n=429)	
Feedback survey	76.69%
Phone	17.25%
Email	46.39%
Social media	19.11%
Trustees	12.12%
School principals	33.80%
Edmonton Public Schools website	32.63%
In person	33.57%
Other (Please explain)	3.73%

PARENTS

QUESTION	SA	A	D	SD	DK
Q62. I have had opportunities to provide input into the School Plan of my child's school (n=3,873)	12.42%	30.96%	19.42%	5.73%	31.47%
	43.38%		25.15%		
QUESTION	YES			NO	
Q59. Have you contacted your child's school Trustee about an issue or concern? (n=3873)	8.68%			91.32%	
Q60. Did the Trustee explain the process to get your concern addressed? (n=262) <i>*74 respondents who chose yes in Q.59 opted not to respond.</i>	69.47%			30.53%	
Q61. I am aware of the goals outlined in the School Plan of my child's school (n=3,873)	58.25%			41.75%	
Q63. I am aware of what my child's school is doing to achieve the goals in its School Plan (n=3,873)	53.14%			46.86%	